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ABSTRACT

The Special Issues Analysis Center (SIAC) provides technical assistance to the Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) in its mission of serving limited-English-proficient (LEP) students. The SIAC carries out data gathering and analysis, research, and other support services to inform OBEMLA decision making. The annual report for fiscal year 1992, its first year of operation, consists of five volumes. The first gives an overview of activities and task accomplishment, and implications for second-year planning. The second volume contains copies of "short turnaround reports" based on analyses of Title VII application data and other data related to LEP students submitted in year one. Volume III includes three SIAC products: a summary analysis of Title VII grant program annual survey reports; the draft of an accountability system for a special alternative instruction program; and the draft of an accountability system for an educational personnel training program. The fourth volume consists of a literature review of federally funded studies related to LEP students, and the final volume contains a focus group report on active learning instructional models for LEP students. (MSE)

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SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year One

(Volume I)

Overview of FY92 Activities

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SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year One

(Volume I)

Overview of FY92 Activities

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EXECUTIVE SUMMARY

SIAC Year One Activities: Implications for Year Two

The Special Issues Analysis Center (SIAC), as a technical support center, provides assistance to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education. The purpose of the SIAC is to support OBEMLA in carrying out its mission to serve the needs of limited English proficient students. In this role, the SIAC carries out data analysis, research, and other assistance to inform OBEMLA decision-making. These activities are authorized under the Bilingual Education Act of 1988, Public Law 100-297.

The responsibilities of the SIAC are comprised of a variety of tasks. These tasks include data entry and database development, data analysis and reporting, database management design, design of project accountability systems, and policy-related research and special issues papers. In the first year of the SIAC, a database of FY92 Title VII applications was created and then updated through calls to project directors of all 1222 Title VII projects. Reports on the application data and on the updated project information are being provided to OBEMLA. The SIAC carried out data analysis and reporting on a short turnaround basis in response to requests from OBEMLA staff; these analyses were carried out using data from the Title VII application database.

A design for a database management system was developed based on information gathered through interviews with OBEMLA staff regarding current data collection and reporting. Through the implementation of this system, OBEMLA will improve its capacity to report on applications received and on funded Title VII projects. In a separate task, SIAC staff carried out discussions with program staff and reviewed the documentation on two programs (Educational Personnel Training Program and Special Alternative Instructional Program) and developed an accountability system for each. Data obtained through the proposed accountability systems could be used within the computerized database management system. Also in this year, the SIAC provided OBEMLA with a summary and analysis of FY92 SEA Title VII Grant Annual Reports.

In FY93, ED exercised nine task orders. Two of these, a focus group on active instructional models for LEP students, and a literature review of federally funded studies related to LEP students, have been completed. The remaining seven task orders will be completed in FY94. The remaining task orders include special issues papers on LEP Student Population Estimates, a Biennial Report to Congress on the Emergency Immigrant Education Program, and a review of assessment instruments used with LEP students. In addition, the task orders include a written focus group to prepare information for teachers on active learning for LEP students, graphic displays of MRC regions and Title VII program data, and an analysis of NELS:88 data for information on language minority and LEP students.

The activities and outcomes of the SIAC activities in Year One have led to the following conclusions regarding Year Two efforts:

- Development of the Task 2 Title VII application database will be facilitated by the expected availability in Year Two of copies of all FY93 applications.
- The SIAC's role in the further development of the Task 3 database management system has not been fully defined; therefore, the SIAC will propose and discuss with OBEMLA a plan for the next phase of the SIAC's work on this task.
- The Task 4 short turnaround analyses can usefully be broadened to include analysis of data from the Descriptive Study of Services for LEP Students; we are therefore proposing that approval be obtained if needed for use of these data in Task 4.
- The Task 5 draft Accountability and Evaluation Systems for the Special Alternative Instructional and the Educational Personnel Training Programs would be strengthened through greater linkage between application data and accountability system data. This issue should be discussed as part of OBEMLA's review of the draft packages submitted.
- Year One experience in analysis of the Task 7 SEA Annual Survey data suggests that it will be important to carry out validation calls to those SEAs where inconsistencies in the data submitted are noted. We are requesting approval to make such calls in order to ensure high quality data and greater efficiency in the Task 7 analysis effort.

Finally, with regard to Task Orders, it is important to build from the findings of the Year One task orders. The SIAC will outline for OBEMLA review and discussion specific proposals for Year Two research efforts to address issues identified in the Year One findings.

The SIAC Year One Annual Report consists of five volumes. This volume (Volume I) presents an overview of SIAC activities in Year One and a discussion of the implications of the Year One findings for Year Two planning. Four additional volumes present required copies of certain of the Year One reports prepared by the SIAC. The contents of the four remaining volumes are as follows:

- Volume II presents copies of the Short Turnaround Reports submitted in Year One.
- Volume III includes three SIAC products: the Task 7 Summary Analysis of the Title VII SEA Grant Program Annual Survey Reports, the draft Task 5 Accountability and Evaluation Systems developed for the Special Alternative Instructional Program and the Educational Personnel Training Program.
- Volume IV consists of the Task Order 1 Literature Review on Federally Funded Studies Related to LEP Students.
- Volume V consists of the Task Order 2 Focus Group Report on Active Learning Instructional Models for LEP Students.

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I. INTRODUCTION

The first year of the Special Issues Analysis Center, a technical support center for the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), has been carried out within the context of much activity within the educational field. National efforts toward achievement of the goals of America 2000, instructional reform, examination of alternative assessment approaches, and debates regarding the development of national standards, among other issues, have helped to characterize this year as a very challenging one for educators. Within the Department of Education, preparation for the reauthorization of the Elementary and Secondary Education Act, and thus of the Bilingual Education Act (Title VII) has led to even greater concern to define management and policy initiatives that support the overall goals of improving educational opportunities and experiences for limited English proficient students. Within this context, the SIAC has provided analyses and data on Title VII programs and activities to inform the discussions on possible changes in the Title VII legislation; the SIAC has also developed information as needed by OBEMLA staff to guide management and policy decisions.

The main activities of the SIAC in Year One have been the following:

- Developing a database of funded and nonfunded Title VII grant applications and reporting information from it;
- Carrying out a review of OBEMLA data collection systems and practices, and designing a Database Management System that addresses the needs of OBEMLA staff for Title VII program information;
- Assisting in the improvement of grantee accountability through the development of data collection and evaluation systems for two selected programs: the Educational Personnel Training Program and the Special Alternative Instructional Program;
- Aggregating, analyzing, and reporting on SEA Grant Program Annual Reports;
- Producing reports on a short-turnaround basis that respond to OBEMLA's needs for summaries and analyses of information related to Title VII programs; and,
- Carrying out Task Orders, as requested by OBEMLA to address specific information needs, such as for literature reviews, focus groups on specific issues, graphic displays of data, special issues reports, and special analyses of extant databases relevant to LEP students.

The purpose of this Annual Report is to provide an overview of the work accomplished by the SIAC in the first year, noting issues that were addressed, problems that were identified, and findings that were provided to OBEMLA. In addition, based on the experience of this first year, we discuss the implications of our work thus far for planning of the second year's activities. In doing so, we recommend specific changes which we believe will result in more efficient and effective outcomes of the SIAC's efforts.

II. REVIEW OF TASK ACCOMPLISHMENTS FOR YEAR ONE (FY93)

In this section, we provide a task by task discussion of the work accomplished in this year. In addition, we outline the reports submitted and ongoing progress on Task Orders that have been exercised in this year.

TASK 1: Update the Baseline Management Plan

Purpose of the Task

The purpose of this task was to update the general management plan for the contract in conjunction with the COTR.

Activities

Three meetings (October 9th, 20th, 26th) were held with the COTR for the purpose of reviewing the SIAC activities to be carried out and the schedule for these. In the first meeting, the tasks to be accomplished were reviewed, and needed changes in some of the deliverables dates were discussed. A revised baseline management plan was submitted on October 16th; this updated plan incorporated a revision of the deliverables dates for Task 7, to adjust for the fact that the SEA Annual Survey Reports were not due to be submitted to OBEMLA until January 1993.

Next, at the request of the COTR, two additional meetings were held to review the tasks to be accomplished and to ensure that all necessary materials, files, and other needed information for the completion of the required tasks were provided to the SIAC. A key issue discussed at these meetings was access to the copies of Title VII grant applications required for the conduct of Task 2. Task 2 work had been proposed and planned based on the expectation that hard copies of applications would be picked up from OBEMLA for data entry at SIAC facilities. However, in these planning meetings it became clear that removal of copies of applications from the OBEMLA offices was an issue; the SIAC was informed that it was not clear whether applications could be removed from OBEMLA. In addition, it was determined that copies were not available for all applications and SIAC staff would need to make copies of many documents for the purposes of data entry.

After further investigation of this issue by the COTR, the SIAC was given permission in November, to work with copies of funded Title VII applications; still at issue was access to copies of nonfunded applications. After the COTR conferred with the ED legal counsel, approval to work with nonfunded application copies and to remove any available copies was received later in November.

The SIAC was provided with three Title VII databases: the modified GCMS for FY92, the FY91 AmerInd database, and the 1969-90 retrospective database. The SIAC requested access to the standard GCMS for FY91 and FY92. To obtain these files, a memo was submitted by the SIAC via the COTR to Grants and Contracts. Also under this Task, the SIAC subcontract was submitted for approval by ED on December 3, 1993, and a memorandum of negotiation was submitted on December 28, 1993. The subcontract was approved on January 26, 1993.

Products

Updated Baseline Management Plan	Submitted October 16, 1993

TASK 2: Abstract and Report Information from Annual Funded and NonFunded Title VII Grants Applications

Subtask 2.1: Abstract and Organize Title VII Grant Application Information

Purpose of the Task

The purpose of this task is to create a database of funded and nonfunded Title VII application data, including data reported on the student data sheets and participant data sheets where these are submitted by applicants to specific programs. Once the database has been developed, separate reports on the funded and nonfunded applications are to be provided.

Activities

Accessing application copies for data entry. The first step in this task was to gain permission to access copies of the funded and nonfunded applications, as discussed under Task 1 above. Plans for carrying out Task 2 work had been based on the assumption that copies of applications would be available for pickup by the SIAC staff. However, in our first efforts in carrying out Task 2, it was learned that (1) access to copies and permission to carry copies out of OBEMLA offices was not guaranteed and, in fact, approval to do so was at issue; and, (2) copies were not available for all applications. Thus, SIAC staff needed to identify applications for which copies did not exist, access these from files/project officers, and make copies of funded documents in order to have copies with which to work in data entry. Therefore, after approval to remove copies of funded applications and nonfunded applications was granted (in November) there still remained considerable effort prior to beginning data entry for this task. Also, since not all nonfunded applications were available for data entry, it was determined that the GCMS database would be used to supplement the incomplete set of nonfunded application copies that were available.

As of the end of November, approximately 600 application copies had been identified by OBEMLA staff, inventoried by SIAC staff, and removed from OBEMLA for data entry. An additional 194 application copies were removed in early December. Also in December, the relevant pages of approximately 600 applications were copied on-site in OBEMLA and then the copies were removed for data entry. After this process, remaining applications that had not yet been copied were identified and a process of accessing these needed applications for copying was coordinated with OBEMLA staff. This involved scheduling with individual project officers to borrow applications from their files for copying. This process was begun in January. As of the end of January, approximately 1300 applications had been reviewed and coded for data entry; in addition, approximately 185 funded applications and 588 nonfunded applications had been accessed through staff at OBEMLA. The process of accessing and copying applications at OBEMLA offices continued into February, with assistance received from OBEMLA staff in locating needed applications for copying. As of the end of March, all but 15 funded applications remained to be accessed; since these could not be located, it was decided that data for these applications would be taken directly from the GCMS. Thus, the first step of accessing applications for data entry on Task 2.1 was not completed until April; the additional and unexpected effort required in accessing applications for data entry placed considerable additional burden on staff for several months in coordinating, requesting, and finally obtaining and copying applications.

Cleaning and verifying the application database. As applications were accessed for data entry, the application data were coded, abstracted from the forms, and entered in the funded and nonfunded application database. A data entry codebook, and transcription sheet were created for applications with student data sheets; a separate codebook and transcription sheet were created for applications with participant data sheets. Instructions to programmers were developed to carry out checks for internal consistency in the file. Review of the data revealed that there were certain applications that shared the same ID number but which were completely different; other applications appeared to be of identical projects but with different application IDs. Follow-up in these cases first involved examination of the data for FY91 and then subsequently, where necessary, requests for further information from OBEMLA staff in order to determine the correct match between application and ID.

Errors in GCMS database. Further errors in the data were found through comparison of the FY92 GCMS and the modified FY92 GCMS data; these involved differences in funded versus nonfunded status of the applications. To resolve these cases, individual OBEMLA staff members were consulted, and the necessary changes were made in the database to create a corrected SIAC FY92 version of the GCMS database.

Another set of needed corrections to the GCMS was identified through separate efforts on Task 4 short-turnaround reports. Our analyses revealed unreasonably high numbers of nonfunded continuing grants for the Transitional Bilingual Education program. Recognizing that this seemed improbable, we investigated further and found approximately 538 records which were identified as nonfunded applications which we believed were very likely invalid hold-overs from FY91. These records were found on both the GCMS and the modified GCMS. Therefore calls were made to the Grants and Contracts Office (George Wagner) and to John Chapman who had developed the modified GCMS; it was finally determined that the cases in question were not valid applications and should be deleted from the database. These corrections required additional entries and programming for the Task 2 database since the GCMS was a basic file we were using for nonfunded information (given that paper copies of applications were available for only about 72 percent of nonfunded applications).

Finally, later analysis of the FY92 data again indicated a further, although similar, error on the GCMS involving Part C grants. Checks with OBEMLA staff indicated that 50 Educational Personnel Training records and 1 Training Development and Improvement record were not valid applications for FY92. These 51 invalid records were deleted from the database August 11, 1993. With these last corrections, the FY92 database file is considered to be clear of these types of errors, i.e., errors based on invalid records being held over from prior years on the current GCMS.

The corrections to the (GCMS-based) SIAC database affected work on Task 2 since the GCMS data was used as the basic file for: (1) determining which applications constituted the full set of applications; and (2) providing basic data on those applications for which no copies were available. Based on our experience this year with these types of errors, we now understand what types of invalid records are likely to occur on the GCMS and for these same types of errors we expect to be able to "troubleshoot" for repetitions of similar errors on subsequent GCMS files.

The problems that we have identified through working with the FY92 database have been corrected in the SIAC FY92 database for the purposes of the Task 2.1 reports. However, given that many of the data problems on the GCMS have affected the nonfunded report in particular, tables for that report have had to be recalculated to reflect the corrections in the file. The draft report on non-funded applications has therefore been further delayed by the uncovering of these errors in the GCMS data.

Products

The final product of this task has been the development of a corrected FY92 Title VII application database. The initially developed database was submitted to OBEMLA on July 15, 1993. (The final corrected version was submitted on September 21, 1993 as the deliverable for Task 8).

Subtask 2.2: Analyze and Report on Current Fiscal Year 1992 Title VII Nonfunded Application Information

Purpose of the Task

The purpose of this task is to provide a report focused on data from nonfunded applications submitted in FY92.

Activities

As discussed above (Task 2.1), several sets of errors in the GCMS files for nonfunde applications have been discovered, with the most recent set of errors corrected August 12t The errors in the GCMS were significant for the report on nonfunded applications since they required the deletion of cases that initially had been believed to be valid applications. With the deletions required, new analyses needed to be carried out to replace data in tables already constructed. Thus, work on these data was continued until late in the year, as corrections to the database led to the revised analyses of data for tables and the correction of tables.

Products

Draft Report on FY92 Nonfunded Title VII Applications	Submitted September 15, 1993

Subtask 2.3: Analyze and Report on Current Fiscal Year 1992 Title VII Funded Application Information

Purpose of the Task

The purpose of this task is to provide a report focused on data from funded applications based on the Title VII database.

Activities

Analyses were carried out based on the funded application data found in the SIAC FY92 Title VII database. The draft report on the funded applications was submitted. We were informed by OBEMLA on September 13, 1993 that there were no specific comments on the funded report, that OBEMLA was satisfied with the draft, and that the SIAC should proceed with development of the final report.

Products

Draft Report on FY92 Funded Title VII Applications	Submitted August 12, 1993

Subtask 2.4: Add Abstracted Title VII Information to the Modified Grant and Contract System (GCMS)

Purpose of the Task

The data abstracted from Title VII applications are to be added to the GCMS database to create a modified GCMS that includes fields required by statute and regulation, including the student and participant data sheet information provided by applicants. (The final database, including all corrections to the GCMS, will be provided to OBEMLA with final documentation as the deliverable for Task 8).

Activities

The GCMS was used as a basis in creating the Title VII database; in particular, basic project identification information from the GCMS was used as the means of ensuring that all applications had been received and entered. For those applications for which there were no application copies available, the GCMS provided the only source of data.

Products

Title VII Application Database (with GCMS information)	Submitted July 15, 1993

Subtask 2.5: Verification of Grantee Information

Purpose of the Task

In this task, telephone interviews are being conducted with all funded FY92 Title VII Part A and Part C projects (1222 projects), in order to verify and update information provided on the applications (although projects are not required to respond). Through this task, OBEMLA will obtain accurate and updated information on the types of activities funded through Title VII; this is information which OBEMLA is often asked to provide to Congress and to other agencies.

Activities

Initial design of interview forms. Work on this task began with an examination of the variables being abstracted from the applications to ensure that the data to be obtained in the verification calls were as consistent as possible with the data being abstracted. Drafts of the list of variables to be updated were developed. In addition, the project director discussed with the COTR the lack of any participant or activity data for the Academic Excellence, Bilingual Education Fellowship, and Training, Development and Improvement Programs. These programs do not require any data to be provided on participants in the applications. It was decided that some basic data on participants and activities would be obtained in the verification task as well; thus, for these three programs, the verification task would be providing new data. In November, 1992, draft telephone interview forms were developed for projects with student data (Form A) and for projects with participant data (Form B). Approval was obtained from the COTR to include items in these forms to obtain data for the three programs without application data sheets. Pilot tests of the forms were carried out and revisions made based on the pilot tests. The Draft OMB Forms Clearance Package was submitted on December 28, 1992. This submission was six weeks earlier than required in order to ensure that OMB approval could be received in time to carry out the interviews prior to the summer break (when it would be extremely difficult to contact many of the project directors).

Review of Task 2.5 design issues: The issue of confidentiality. Comments on the Draft OMB package were received in early January and the Final OMB Forms Clearance package was submitted on January 15, 1993. However, in February, outside reviews of the Final OMB Clearance Package prompted OBEMLA to reconsider the issue of confidentiality of the data to be provided by project directors and the issue of whether the project directors were required to respond to the verification calls. It was determined that this issue should be decided based on the ED legal counsel's guidance. For this reason, a meeting of the COTR, the project director, the ED legal counsel, plus John Chapman from the budget office and Tim D'Emilio was held to reach a conclusion on the approach to be taken. The legal counsel reviewed the issues discussed in the meeting and a few days later provided OBEMLA with her findings that the project directors were not required to respond and that confidentiality should not be provided.

Submission of the Final (Revised) OMB Forms Clearance Package. Upon being informed of these findings, the SIAC carried out revisions to the Final OMB Forms Clearance Package accordingly and submitted this revised package on March 5, 1993. This date of submission, however, placed the timeline for beginning the telephone calls in the summer. Based on our prior experience in attempting to contact Title VII project directors, we grew concerned that this new schedule for the task would no longer be workable within the time frame originally set for the analysis and reporting on the verification data. This concern was expressed to the COTR and to the CO at a joint meeting held on March 19, 1993. In this meeting, agreement was reached on revised dates for submission of the Task 2.5 draft and final reports, to November 16, 1993 and December 16, 1993, respectively. These dates were later revised through a contract modification.

Response to OMB concerns regarding confidentiality and the need for the data collection. In the course of OMB review of the Final (Revised) OMB Forms Clearance Package, questions regarding the issue of confidentiality were again raised, in this case requiring justification for the proposal to not guarantee confidentiality. In addition, OMB questioned the need for the verification task in general. SIAC staff responded to an initial set of questions from OMB on these issues. Next, OMB staff requested a meeting with OBEMLA to discuss the rationale for the Task overall and to discuss whether confidentiality should be provided. For this reason, a meeting was held at OMB offices on May 17, 1993, in which the SIAC director and deputy director participated together with the COTR, OMB staff, John Chapman, and David Moguel. In the meeting, it was decided that the package should remain as structured regarding confidentiality, i.e., that it would not guarantee confidentiality. Upon receiving certain assurances from OBEMLA, OMB also agreed to the need for the verification task.

Following the meeting, OMB requested on May 19th responses to questions; these responses were submitted on May 20th. OMB approval for the verification task was received on May 28th. As requested, final copies of the interview guides were submitted to OMB on June 17, 1993, including signed copies of cover letters from OBEMLA and the SIAC director.

Verification data collection. Preparation for conduct of the interviews using Development Associates' Computer Assisted Telephone Interview (CATI) system was carried out as soon as OMB approval was received. The final forms were prepared, interviewers were identified and provided with preliminary information on the calls to be made, and training materials were finalized.

The data collection was designed to be carried out in steps or "waves". Priority was given to calling those projects that were in their last year in FY92. These were identified as a first wave of calls to be made. Next, the projects were sorted to identify those project directors who managed two or more Title VII projects ("multiples"), in order to avoid multiple calls to the same individuals. These were set aside as a special set of calls where data on multiple projects would be obtained at one time to the extent possible, and where special management procedures were required. Separate waves of mailings to project directors were sent out, each including the appropriate form(s) and cover letters. The mailings were timed so that the calls to project directors would be made shortly after the packets arrived. The first wave of packets was mailed on June 17th.

Eight interviewers were trained on July 1; calls to projects began on July 6th. As anticipated, it was extremely difficult to contact project directors during the summer months and many projects requested call-backs at a later date. In many cases, we were asked to call back after Labor Day; many calls in New York City were further delayed by postponed opening of schools due to asbestos problems. However, as of the September 24th, 90 percent of the interviews have been completed overall. We are continuing to carry out interviews to obtain as complete a set of response data on the 1222 projects as possible.

Products

Draft OMB Forms Clearance Package	Submitted December 28, 1993
Final OMB Forms Clearance Package	Submitted January 15, 1993
Second Final OMB Clearance Package	Submitted March 5, 1993
Draft Verification Report	To be submitted November 16, 1993
Final Verification Report	To be submitted December 16, 1993

TASK 3: Investigate, Review, and Report on OBEMLA Data Collection Practices and Develop an Electronic Database Management System for Title VII Programs

Purpose of the Task

The purpose of this task was to investigate the current data collection practices within OBEMLA and to design a database management system to support OBEMLA in carrying out its management and policy-related responsibilities. The task required interviews with designated OBEMLA staff on current practices and on needs that are not currently being met through the existing system.

Activities

Work on this task began with receipt of the list of persons to be interviewed. The list provided by the COTR included staff in the Division of State and Local Programs and within the Division of National Programs. We also requested that the COTR, and the Director of OBEMLA be included in the interviews; approval was obtained to include the COTR. The first step taken was the development of a draft interview guide for the informal, semi-structured interviews to be carried out. A first draft of this interview guide was developed in December; a revised draft was developed and reviewed by the SIAC staff on January 15th. With further revisions, a final guide was reviewed and staff members trained to carry out the interviews on January 21, 1993. Initial arrangements to carry out the interviews were made through the COTR, letters to all interviewees were sent out via the COTR in February, and the designated interviews were completed in April.

In the course of carrying out the interviews, it became clear that it would be important to add certain persons with key knowledge of OBEMLA data systems to the list of persons to be interviewed. For example, Ann Chen and Luis Nathaniel of the Executive Office maintain linkages with GCMS for OBEMLA, and work with the database for review of applications. We therefore submitted a proposal to the COTR to include them both (within a single interview) within the scope of the Task 3 interviews. Approval was received and this interview was carried out.

In June, an initial draft of the system design was developed for internal review. Through discussion of this draft, we recognized the importance of addressing more specifically the linkages among the OBMELA system and other ED systems. We therefore began to discuss with the COTR the need to meet with IRMS and NCES staff in order to examine concerns regarding linkages with existing and planned systems within ED. These additional interviews required approval from the CO; upon receipt of approval on June 29th, we contacted IRMS and NCES staff to schedule interviews. The interview with IRMS was scheduled for late July; the interview with NCES was scheduled for early August. Both interviews were carried out and provided important information related to the nature of the systems within ED, ED plans for further development of these systems, and the level of need and possibilities for direct linkage with NCES.

A final draft of the Task 3 report was completed and reviewed internally, incorporating the findings from the last set of interviews. Since no draft report was requested on this task, one final report was submitted.

Product

Task 3 Report	Submitted September 15, 1993

TASK 4: Short Turnaround Reports

Purpose of the Task

Through this task, OBEMLA has access to analyses of the Title VII application database, on a rapid turnaround, as-needed basis.

Activities

Many of the initial activities in this task concerned cleaning and verifying data included on the databases provided to the SIAC at the beginning of the year. Errors were found in the data, documented, and corrections made. Also in this year, prior to the beginning of specific requests from OBEMLA, the SIAC began to provide data analyses of the corrected FY91 data and FY92 data. Also, our review of the 1969-90 retrospective database uncovered many problems with the data that require resolution prior to any meaningful use of this database. We have therefore proposed to provide a short turnaround report which outlines the nature of the work to be carried out on this database in order to make it more useful as a source of historical data for comparison with more current data. This report is in process.

Upon completion of the Task 2 database, analyses based on these data were requested by OBEMLA. In some cases, other data, such as SEA data and data from the Descriptive Study of Services to LEP Students, were also provided in response to questions from OBEMLA for which the Title VII application database was not sufficient. Several of the requests were for data as soon as possible; the SIAC was able to provide responses within the same day, and in some cases, within a few hours.

Products

A full set of the short turnaround reports provided to OBEMLA thus far is included in Volume II of this annual report.

TASK 5: Program Accountability Improvements

Purpose of the Task

The purpose of this task is to support the overall effort within ED toward greater accountability for programs. In each year of the SIAC, two programs will be identified for review.

Activities

The SIAC received notification on December 30, 1992 of the OBEMLA Director's selection of the two programs for accountability reviews: TBE-Recent Arrivals and the Educational Personnel Training Program. Review of the existing systems for both of these programs began in January. In February, review of documents continued; in addition, following guidance from the COTR, we met with EAC-East to discuss accountability issues for the two selected programs in particular, and to share an overview of the SIAC activities in this task for purposes of coordination of EAC and SIAC efforts. Also in February, outlines of the interviews to be conducted with staff from each selected program were developed, with the expectation that interviews could be scheduled for late March or early April. The scheduling of these interviews was arranged to follow the completion of Task 3 interviews with the OBEMLA staff and to occur around periods in which OBEMLA staff were involved in coordination of application review panels.

Substitution of nominated program. In the course of attempting to set up the interviews with the staff of the two programs, there was discussion of the long-term schedule and implications for actual implementation of the accountability systems. These discussions led to a concern regarding the selection of the TBE-Early Arrivals program as one of the programs to be reviewed, since no new grantees are expected under this program. The SIAC staff were asked to delay work on the TBE review while reexamination of this issue was carried out. In May, the SIAC was informally notified that the Special Alternative Instructional Program (SAIP) was selected to replace the TBE-Recent Arrivals for the accountability review. Efforts were therefore begun to change from a focus on the TBE program to review of the SAIP. The formal notification of the substitution was received on May 25th.

Meetings with program staff. Task 5 interviews were held with the staff of the two selected programs in separate meetings held on May 26, 1993. The ED counsel participated in the meeting on the Educational Personnel Training Program, as recommended by the COTR. Each meeting was attended by the relevant division director, the program manager, and the COTR in addition to the SIAC staff. The Educational Personnel Training Program interview meeting included, in addition, one other staff member who works with the program. The meeting involved an overview of the data already collected and the level of confidence in these data; further discussion concerned the types of data which were needed and the approaches to accountability which the program staff viewed as important and valid. Following the meetings, additional materials for review were obtained from the program staff. Memoranda of understanding regarding the content of the meetings were sent to the meeting participants.

Design of accountability systems. In the meetings, the need for input from OBEMLA program staff was emphasized as being key to the success of the Task 5 effort. Therefore, input from OBEMLA staff was invited. In addition, plans were made to share initial drafts of the accountability systems with the program staff. After initial internal review, draft accountability systems for each of the programs were developed and then forwarded to the program staff for their reactions/comments. The draft accountability system for the Educational Personnel Training Program was forwarded to OBEMLA staff for comments on August 24, 1993; the draft accountability system for SAIP was forwarded to OBEMLA on August 27, 1993.

Comments from OBEMLA staff were received in September from the staff of both programs. Comments from the EPTP staff were received by phone; for the SAIP, a meeting of staff at OBEMLA was carried out to discuss the proposed system. Overall, the OBEMLA staff expressed their satisfaction with the proposed systems and recommended some adjustments to the forms and requirements, which were then incorporated in the final proposed systems. Also, OBEMLA staff were asked to suggest projects to be included in pilot tests of the packages. These were received and the projects were contacted. Pilot tests were carried out from mid- to late September to obtain input from projects, and to incorporate the data from the pilot tests into the draft OMB packages. The draft OMB packages are planned to be submitted September 30, 1993.

Products

Two draft OMB clearance packages: Accountability systems	End of Contract Year

TASK 7: Aggregate, Analyze, and Report on Title VII SEA Grant Program Annual Reports

Purpose of the Task

The purpose of this task is to provide OBEMLA with a summary, synthesis, and analysis of the data provided by states in the SEA Annual Survey Reports.

Activities

Work on this task was expected to begin in February, after the SEA Survey Reports were received by OBEMLA at the end of January. However, the first set of SEA reports was not received for processing until March, and not all of the reports were received until April. In addition, problems with the data (e.g., inconsistency in data) were found in the process of abstracting and entering the data into a database. A summary of the problems encountered was provided to the COTR in April, and permission was received to make calls to a few SEAs for clarification of data where problems were identified. Contacts with SEAs were carried out in May and in early June; with the resolution of the problems that had been identified, the database was closed and a draft report was submitted to OBEMLA for review on June 9, 1993. Comments on the draft were received at three different points in late June (June 14th, 24th, 30th) and additional comments were received on July 14th. In the course of the revisions, several additional problems were identified in the data submitted from certain states and a new set of clarification calls were determined to be necessary. These calls were made, the necessary reanalysis of the data was carried out, and the final SEA report was submitted on August 19th.

Products

Draft Report on SEA Annual Survey Reports	June 9, 1993
Final Report on SEA Annual Survey Reports	August 19, 1993

TASK 8: Disposition of Database

Purpose of the Task

This task involves the submission of the final Title VII application database, on disk and in hard copy, with documentation, in dBase format.

Activities

The final database was prepared as a set of two files. The project summary file provided project level data on students/participants, most common languages, and funding data. The school summary file includes school level data based on those Part A project applications that are required to submit school data within their applications. The school file provides the detailed data from which the project level summary variables were developed.

Products

Database and documentation	Submitted September 21, 1993

TASK 9: TASK ORDER COORDINATION

TASK ORDER D010: Literature Review of Federally Funded Studies, 1980-1992.

Purpose of the Task Order

This task order involved the review and synthesis of federally funded studies carried out in the period of 1980-1991 that are related to LEP students. The summary and analysis of the findings are expected to provide OBEMLA with information to promote better understanding of what has been learned about the instruction of LEP students and to make recommendations based on the findings of the review.

Activities

The goal of the literature review was to provide a comprehensive overview of the research related to LEP students carried out since 1980. The review began with a set of 52 documents provided as government-furnished materials. Of these, 14 were documents from 1992 and 1993, which were beyond the defined scope of the report. These more recent reports were included in the review since they helped to fulfill the intent of the literature review. However, of the documents furnished for this Task Order, several key studies from the period 1980-1991 were not represented in the documents provided, although the need to have all documents at hand at the start of the review had been an issue in negotiations prior to the start of the literature review.

We therefore accessed additional studies which we believed needed to be included in order for the intent of this literature review to be fulfilled. In addition, we obtained final reports of studies that had only been represented by draft or interim reports in the government-furnished materials. We informed the COTR that we were adding to the materials in this way and were given approval to do so. The initial summary of reports (Listing Report) that was submitted to ED included most of these newly identified studies; other reports were added subsequent to the Listing Report (e.g., we had only the Phase I report for the Capacity-Building study by Kim and Lucas and requested the final volume; this was received at the end of April). Thus, some additional reports were added to the review after the submission of the Listing Report and just prior to the submission of the Draft Analytic Report.

For each report included in the review, an "extracting form" was completed as a first step toward building a summary of the report contents; these summaries were organized by study and by year of completion and included in the Final Report as Appendix B. The summaries provided basic identifying information, plus description of the objectives, methodology, findings, and any recommendations/caveats. The findings of the literature review were summarized and synthesized in four categories (student, teacher, instructional, administrative), each comprising a chapter in the report. In addition, a separate chapter on methodology was included.

Products

Listing Report	Submitted April 5, 1993
Draft Analytic Report	Submitted May 11, 1993
Final Analytic Report	Submitted August 24, 1993

TASK ORDER D020: Focus Group on Active Learning Instructional Models for LEP Students

Purpose of the Task Order

Task Order D020 was a response to the Ramirez (1991) evaluation of structured immersion, early-exit and late-exit bilingual programs. The study found that many programs serving LEP students are passive learning environments that provide students with few opportunities to produce language or develop higher order thinking skills. Within the mainstream education literature, there has recently been much discussion of active learning instructional approaches. Active learning instruction is based on cognitive learning theories and generally makes use of interdisciplinary instruction, cooperative learning and discovery/inquiry approaches to engage students in learning. The purpose of the focus group was to determine how to apply active learning approaches to educational contexts serving LEP students.

Activities

Ten nationally-recognized experts convened in Washington on June 15-16, 1993 to participate in open-ended discussions on using active learning instructional approaches with LEP students. The following topics were discussed during the two-day meeting: how active learning is defined in the mainstream education context; how that definition should be modified or expanded for use in the LEP context; how active learning is implemented in the classroom; and what the implications of active learning are for teacher training. Across these topic areas, focus group participants worked to define active learning as an approach that requires whole school involvement and makes use of the students' home/community background. In addition to the focus group discussions, participants also submitted individual, written recommendations on how active learning is defined, what it means in the teaching context and its implications for teacher training.

Products

The product of the focus group meeting is a two-volume report. Volume I of the Task Order Report contains the findings of the focus group, which are organized in a question and answer format around the four topic areas described above. The individual recommendations submitted by focus group participants are also provided in an appendix to the report. Volume II of the Task Order Report contains the transcript of the focus group meeting.

Task Order Report	Submitted July 15, 1993

TASK ORDER D030: LEP Student Population Estimate

Purpose of the Task Order

The purpose of this task order is to summarize information on the number of LEP students in the country, the ways in which LEP status has been defined, and the methods used in counting LEP students. The report on the task order will provide OBEMLA with both an historical summary on the issue and an analysis of recent findings.

Activities

The activities on this task order conducted in this year have involved: (1) the development of an outline for the report; (2) the assembling of relevant source materials for review; (3) the development of the structure for a database system to summarize study results; (4) the review of selected studies to evaluate the database structure; (5) the review of previous papers/articles which summarized or assessed the validity of LEP counts; and (6) the review of 1990 Census data released on CD-ROM to assess its usefulness for the task order.

Products

There have been no formal products on this task order in this year. However, the outline for the report has been developed and forwarded to OBEMLA for information purposes.

Report on LEP Student Estimates	To be submitted December 1, 1993

TASK ORDER D040: Written Focus Group

Purpose of the Task Order

This task is a follow-up to Task Order D020, Focus Group on Active Learning Instructional Models for Limited English Proficient Students. The purpose of the written focus group is to use the findings and recommendations from the Task Order D020 focus group meeting to generate expert advice in the form of a manual that can be disseminated to teachers and program directors on how to implement active learning instructional approaches in programs serving LEP students and in mainstream classrooms containing LEP students.

Activities

ED originally exercised this task order to begin on July 26, 1993. However, on July 30th, we were informally notified by the COTR that OBEMLA did not wish to proceed with the task order content as defined and that a different content and format was to be required involving the development of a manual for teachers. Work on this task order was put on hold until a final definition of the content was determined.

A revised definition of the task order was received as a formal modification on August 17, 1993. As revised, the plan for the task order is to involve a group of four experts in the Washington area will participate in the written focus group. The group will include a writer, who will prepare a manual for teachers based on the findings of the Task Order 2 report and other sources. Also, three panelists will serve as advisors to the writer on the content and format of the manual. The panelists will represent diverse perspectives including a teacher, a principal, and a teacher training specialist. A proposed panel was submitted to OBEMLA on September 3, 1993. A request for a revision in the panel was received by phone on September 13th. The SIAC followed up on the specific suggestion made and submitted a proposed substitute panel member on September 15, 1993. Formal approval of the panel members with the substituted member included was received on September 27, 1993.

Products

The product of the written focus group will be a booklet that summarizes what teachers need to know about active learning strategies for engaging LEP students in classroom activities.

Written Focus Group Report	To be submitted October 18, 1993

TASK ORDER D050: Biennial Report to Congress on the Emergency Immigrant Education Program

Purpose of the Task Order

The purpose of this task order is to prepare a report to Congress on activities supported through the Emergency Immigrant Education (EIE) Program for the years 1991 and 1992. The EIE is a program which provides assistance to eligible local education agencies (LEAs) in the United States that are serving influxes of large immigrant populations. Since 1984, the EIE program has provided approximately $30 million annually for supplementary instructional and noninstructional services to immigrant children enrolled in elementary and secondary schools within the LEAs.

Activities

In work on this task order, the SIAC has analyzed EIE program reports submitted by State Education Agencies to OBEMLA, reports produced by the U.S. General Accounting Office, U.S. Census data, and additional research related to the education of immigrants. Based on the information collected, the SIAC will produce a report in two sections: The first section will be the report to Congress and will provide information on the number of children served by state and by national origin, as well as grant allocations and expenditures for the years 1991 and 1992. The second section of the report will provide a more extensive review of federal, state, and local administration of the EIE program, and the instructional and noninstructional services provided by funded LEAs.

In developing the database for this task order, SIAC staff identified data from several states which required clarification. Approval to contact these states was received from the COTR on August 19, 1993, and the calls were made. As of September 13, 1993, all data had been clarified with the exception of data from Washington state. Since attempts to obtain these data had not been fruitful and closing of the database had already been held up by two weeks by this state alone, a memo was sent to OBEMLA requesting assistance, and indicating our intention to close the database on September 17th, unless otherwise advised.

OBEMLA indicated on September 17, 1993, that the database for the EIE report should be held open until OBEMLA could provide the Washington state data, and that there would for this reason be flexibility in the final submission date for the task order report. The data from Washington state was received on September 24, 1993 and work is now proceeding on finalizing the database for the report.

Products

Report on Emergency Immigrant Education Program	To be submitted Nov. 15, 1993

TASK ORDER D060: Analysis of Language Minority and LEP Students in NELS:88 Base Year and First Follow Up Studies

Purpose of the Task Order

The purpose of this task order is to summarize available information within NELS:88 regarding language minority and LEP students.

Activities

Work on this task order began with a meeting at NCES on June 23rd with Jeff Owings. In this meeting, we accepted delivery of the task order database and documentation, discussed the data analysis, and viewed a demonstration of the capabilities of the NELS:88 database on CD-ROM. We later discussed development of an operational definition of LEP students with the COTR. Since this is a critical first step, we will present some proposals to the COTR on the various types of operational definitions to be considered, and will hold a joint discussion to limit to approximately six the number of proposed definitions. We had been examined potential definitions, and determined the extent to which viable data exist for a sufficient number of students. In the meeting with the COTR we will discuss the results of this work and make recommendations regarding a final set of operation definitions of LEP students to be used in further analyses of the data.

Products

Report on NELS:88	To be submitted December 15, 1993

TASK ORDER D070: Model 3 Special Issues Report on Convergence of Test Instruments

Purpose of the Task Order

The purpose of this task order is to provide a review and synthesis of government-provided documents on currently used instruments to determine LEP status and achievement, including the test purposes and theoretical assumptions. The scope of the investigation will also include alternative assessments. The effort will serve as a basis for OBEMLA's examination of current curricular and performance standards for LEP students.

Activities

This task order began effective September 20, 1993. The COTR will identify Government-furnished materials available through the EAC to be reviewed for this task order.

Products

Task Order Report	To be submitted March 21, 1994

TASK ORDER D080: Graphic Display of the Title VII MRC Service Areas

Purpose of the Task Order

The purpose of this task order is to produce graphic displays for general use within the Department of Education, the Title VII network and with other audiences needing information on Title VII and MRC activities.

Activities

The activities involve development of two display charts, one fact sheet, and two overlays showing project locations.

Products

Display charts and overlays, camera-ready	To be submitted November 9, 1993

TASK ORDER D090: Graphic Display of the Nation's Limited English Proficient Population

Purpose of the Task Order

The purpose of this task order is to produce graphic displays for general use within the Department of Education, the Title VII network and with other audiences needing information on Title VII.

Activities

The activities involve development of display charts on LEP student and Title VII populations.

Products

Display charts	To be submitted November 14, 1993

III. CONCLUSIONS: IMPLICATIONS FOR YEAR TWO

The goal of the SIAC overall has been to assist OBEMLA in managing information about the Title VII program to support policy and administrative decision-making. With the development of the FY92 database, and the availability of the short-turnaround report function, OBEMLA has had a rich and flexible source of data to use in responding to questions about the projects, their funding, and the activities supported. The inclusion of application data in the FY92 database has expanded OBEMLA's ability to develop responses to questions regarding language groups and numbers of students and participants; the later inclusion in this database of updated information drawn from the verification calls will further enrich the amount and level of data, as well as the accuracy of the data, that can be used to define the services provided through the Title VII grant programs. These type of data, prior to the creation of the databases, were only available through use of a tedious and primarily hand-calculated process. The SIAC has been, and will continue to be, a source of data analysis and reporting for OBEMLA staff to use in addressing both their own needs and the needs of other agencies and Congress for information.

The work of the SIAC in design of a database management system and in the development of accountability systems should serve to move OBEMLA toward having sources of accurate and updated data on projects. It should also provide a means of reporting on that data through the report functions of the database management system. Many of the SIAC activities support those functions now and work toward building capacity within OBEMLA to carry out those same functions. Thus, for example, the Task 2.5 verification calls to projects will eventually be superseded by portions of the accountability systems being designed in Task 5. The current short turnaround reporting function of the SIAC would become superceded by report functions made possible through the development of a computerized database management system within OBEMLA, which could include data from the accountability reports, project officer monitoring updates, etc.

The SIAC activities have proven over the course of the past year to be very closely interrelated, despite the diversity of the tasks. The data collected, analyses carried out, and products of the various individual tasks have proven to be important for work on other SIAC tasks. This linkage among the tasks has at times meant that problems uncovered in one set of activities have resulted in the need for adjustments in other activities as well. However, the linkage has also had positive effects in that experience gained in work on one task has assisted in work on other tasks. The implication is that any greater efficiency or accuracy that can be addressed in one task is likely to have positive repercussions across much of the SIAC work. For this reason, it is particularly important to examine what has been learned through the experience of the first year of the SIAC and to consider the implications for the next year. This chapter presents a review of issues and problems experienced in the first year of the SIAC which we believe have implications for the next year of SIAC operations. The identified issues/problems are discussed by task; as appropriate, we suggest changes within each to help ensure greater accuracy and efficiency.

TASK 2

The development of the application database represented a major undertaking in the first year of the SIAC, far more than originally anticipated. The additional effort on this task was due, first of all, to the initial lack of clarity regarding whether the SIAC could take copies of applications out of OBEMLA and, second, to the lack of available copies designated for the SIAC. The time and effort required of SIAC staff--as well of OBEMLA staff--in identifying, accessing, and copying documents placed a considerable burden on resources overall and extended the timeline for this task, with consequent repercussions for work on other tasks.

In Year One, considerable delay and additional effort was involved in the data entry phase of the database development due to the fact that application copies were not available as anticipated. It is our understanding that for FY93 applications, a process has been put into place whereby a copy of each application that is received by OBEMLA is set aside for the SIAC. We are therefore hopeful that the data entry process in Year Two will go smoothly and will not require additional efforts in accessing and copying applications.

Task 2 also involved use of the GCMS database on program applications and was therefore affected by the problems identified with that database. As inaccuracies were identified in the GCMS, revisions and deletions were required to be made in the Task 2 database, in some cases requiring reanalyses of report tables. We hope to have gained an understanding of the potential sources of error in the GCMS in order to carry out early on a review and correction of the database prior to its use in Task 2 work.

TASK 3

The issues for Task 3 in Year Two are of a very different nature. Following the submission of the report on the review of data collection practices and the design of the database management system, the next steps for the development of the system need to be defined. However, the statement of work for this task in Years 2 and 3 of the SIAC contract does not provide any specific guidance as to what work will be carried out in further development of the database system, and what specifically the SIAC role should be.

Since the definition of the Task 3 activities for the SIAC are only very generally stated in the contract, we intend as one of our first activities in Year Two to create a proposal for OBEMLA's review regarding the nature of Task 3 work in Year 2. To a certain extent, this work will depend upon decisions made by OBEMLA regarding the specific design and scheduling options.

TASK 4

We have set up procedures for short-turnaround requests, and have provided the COTR and the Division Directors with copies of request forms. One of the first objectives in work on this task was to examine the databases provided to the SIAC to develop documentation, to ensure that the data are consistent, etc. In our work in Year One, we have learned through the analyses carried out that, first of all, the GCMS must be reviewed and corrected prior to being used as a resource. This includes checks for invalid applications held over in the file in error, and checks for out-of-range values. Thus, our first step in the second year will be to closely review the records listed on the FY93 GCMS to try to identify any invalid records of the types that were found in the past year. In this way, the addition of application data to the GCMS database would not ultimately require recalculations as has been necessary for reports based on the GCMS data this year.

The SIAC has received some requests for short turnaround reports for which the Title VII database was not an adequate or the best source of data. In some of these cases, data available within the Descriptive Study of Services for LEP Students were very relevant. We have already obtained permission in specific instances to incorporate data tables from the Descriptive Study report in our Short Turnaround Reports. We believe that in many cases, the Descriptive Study data will be very useful, particularly if we are able to work with the database from this national study to carry out analyses specifically tailored to questions asked by OBEMLA. While it would depend on the nature of the analysis required, we would anticipate that analyses of the Descriptive Study data would very likely be an extremely rich source of data that would be of benefit to include, as appropriate, within the scope of the Task 4 data analyses.

We therefore suggest that OBEMLA consider the possibility of making use of the Descriptive Study data within the SIAC tasks/task orders. For the Task 4 Short Turnaround Reports, it would be to OBEMLA's advantage to permit use of the Descriptive Study data where the database is relevant to Task 4 reports. At present, Task 4 is defined as involving analyses based on the Task 2 application database; therefore, we do not know if the use of other data sets requires a specific contract modification.

TASK 5

In this year, draft accountability systems for two programs (SAIP and EPTP) have been developed, and the draft OMB packages are being submitted for OBEMLA review. The systems as proposed are focused on obtaining data on project students/participants and project activities as carried out in each year of a project. We have noted, however, that OBEMLA may still be interested in ensuring that prospective data, such as that provided in applications, is available for reporting on activities within any current year. In addition, the proposed accountability systems could become stronger if the retrospective data obtained at the completion of each year could be more closely compared with the application data provided.

However, it is not clear that any revision of application data is within the scope of the Task 5 activities. We would therefore like to propose that the issue of application data and its relation to the accountability systems be discussed with OBEMLA staff and management as part of the review process for the draft OMB package. While this issue is motivated through the development of the proposed accountability systems, the question of possible modifications to the application forms has also been identified as relevant to Task 2 and Task 3 issues. For example, Task 2 data obtained through applications has often been inconsistent or difficult to interpret due to confusion on the part of respondents regarding how to complete the data forms. For the Task 3 database system, application data has been identified as one type of data that OBEMLA staff have used in the past to provide information on current year projects.

Thus, the Task 5 question related to the role of application data and possible revisions to the application forms is actually a question that touches on several other issues across other SIAC tasks. We recognize, however, that we cannot proceed with proposing changes to the application forms for the Special Alternative Instructional Program, for example, without also affecting other programs given that consistency across certain programs is also important.

TASK 7

In the negotiations for the SIAC contract, our proposal to contact each SEA to confirm the data reported was disallowed on the basis that the SEA data would be of good quality and such calls would not be necessary. We learned in our analysis of the data for FY92, however, that this was not the case, and in the course of carrying out the analyses we found it necessary to request approval to contact several states for which inconsistencies were clearly occurring. We received permission to do so and obtained the needed corrections. However, such a case-by-case approach allows us to contact only those SEAs (usually the larger SEAs) where inconsistencies are very noticeable; it leaves untouched possible errors in data that did not produce marked inconsistencies in the report. We believe that such errors are likely to be present and that to produce a high quality report in Year Two we should make a point of contacting SEAs at the beginning of work on this task.

Also, we note that the decision to not allow validation calls to the SEAs at the start of work on this task resulted in lost time and additional effort in carrying out reanalyses and revisions later. Therefore, in the interest of ensuring high quality data and making work on this task more efficient, we request that approval be granted to make validation calls to those SEAs for which inconsistencies in the data are found. The addition of the routine calls in such cases will not require any additional funds. Determining which SEAs to call will be based on obvious internal inconsistencies and discrepancies within an SEA's report and a comparison of the SEA's current year data with the data reported in the previous year. In other words, we do not propose to contact all SEAs, only those where potential problems are apparent.

TASK ORDERS

As part of our Year Two planning effort, we propose to develop for OBEMLA's review suggested areas of research which would build upon the Year One Task Order efforts. In Year One, the literature review of federally funded studies (Task Order D010) and the focus group on active learning models for LEP students (Task Order D020), resulted in findings that suggest directions for further research. For several of the questions that could be examined, the SIAC would be uniquely qualified for carrying out the needed research.

For example, the Task Order D010 Literature Review identified as an issue the nature of instructional services provided to LEP students who enter schools with very limited literacy skills and/or very limited schooling backgrounds. In particular, students at the secondary level who enter with limited literacy skills present very difficult challenges to schools. Little is known about the services such students receive. However, data from the Descriptive Study of Services for LEP Students are available to the SIAC and could be used to provide important basic information on a national level on the types of instructional services provided to these students. An examination of this issue could be carried out as a Model 3 Special Issues Report that includes analysis of the Descriptive Study data in conjunction with a focused literature review on the issue of services for low-literacy students.

A second key issue concerns the mathematics and science education of LEP students. The literature review indicated that LEP students may not always receive the same amount of instruction in academic content areas as do non-LEP students; in addition, teachers who instruct LEP students may not have received special training in these content areas. The math and science instruction received by LEP students is a particularly important concern given the emphasis on math and science in the national educational goals, and recent efforts to develop national standards in these areas. An important contribution to knowledge about the mathematics and science instruction provided to LEP students can be made through analysis of data available in the Descriptive Study of Services for LEP Students. These data, which have not been analyzed to specifically address issues of mathematics and science instruction, include data on the amount of mathematics and science instruction received by LEP students and on the mathematics and science training of teachers who instruct LEP students in these subject areas. These data could be examined in more detail by the SIAC through a Model 3 Special Issues Report which would include a focused literature review and an analysis of the Descriptive Study data.

Also, Task Order D070 on assessment instruments for LEP students is expected to provide important information on assessment and its use as a basis for a further examination of curricular standards. The next step in this inquiry process would be to provide an overview of the types of standards that are being proposed and of the different efforts related to standards development that are ongoing. The purpose would be to summarize the efforts being carried out and to identify the extent to which issues related to LEP students are being included within the different efforts. This examination could lead to recommendations regarding the development of standards that include LEP students. The issue of standards is a complex one and might be effectively addressed first by development of a Model 3 Special Issues Report, out of which an issues-oriented Model 6 Focus Group on Standards and LEP Students could be carried out to develop a specific set of recommendations.

Over the first few weeks of Year Two, we plan to develop more detailed descriptions of issues such as the above for review by OBEMLA. We hope that these descriptions will be able to serve as the basis for a discussion of research goals for the SIAC.

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SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year One

(Volume II)

Short Turnaround Reports

DEVELOPMENT ASSOCIATES, INC.

MANAGEMENT AND GOVERNMENTAL CONSULTANTS

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SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year One
(Volume II)

Short Turnaround Reports

Submitted to:

Office of Bilingual Education and
Minority Languages Affairs
U.S. Department of Education

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September 30, 1993

SPECIAL ISSUES ANALYSIS CENTER
YEAR ONE ANNUAL REPORT

Executive Summary

The Special Issues Analysis Center (SIAC), as a technical support center, provides assistance to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education. The purpose of the SIAC is to support OBEMLA in carrying out its mission to serve the needs of limited English proficient students. In this role, the SIAC carries out data analysis, research, and other assistance to inform OBEMLA decision-making. These activities are authorized under the Bilingual Education Act of 1988, Public Law 100-297.

The responsibilities of the SIAC are comprised of a variety of tasks. These tasks include data entry and database development, data analysis and reporting, database management design, design of project accountability systems, and policy-related research and special issues papers. In the first year of the SIAC, a database of FY92 Title VII applications was created and then updated through calls to project directors of all 1222 Title VII projects. Reports on the application data and on the updated project information are being provided to OBEMLA. The SIAC carried out data analysis and reporting on a short turnaround basis in response to requests from OBEMLA staff; these analyses were carried out using data from Title VII application database.

A design for a database management system was developed based on information gathered through interviews with OBEMLA staff regarding current data collection and reporting. Through the implementation of this system, OBEMLA will improve its capacity to report on applications received and on funded Title VII projects.

In a separate task, SIAC staff carried out discussions with program staff and reviewed the documentation on two programs (Educational Personnel Training Program and Special Alternative Instructional Program) and developed an accountability system for each. Data obtained through the proposed accountability systems could be used within the computerized database management system. Also in this year, the SIAC provided OBEMLA with a summary and analysis of FY92 SEA Title VII Grant Annual Reports.

In FY93, ED exercised nine task orders. Two of these, a focus group on active instructional models for LEP students, and a literature review of federally funded studies related to LEP students, have been completed. The remaining seven task orders will be completed in FY94. The remaining task orders include special issues papers on LEP Student Population Estimates, a Biennial Report to Congress on the Emergency Immigrant Education Program, and a review of assessment instruments used with LEP students. In addition, the task orders include a written focus group to prepare information for teachers on active learning for LEP students, graphic displays of MRC regions and Title VII program data, and an analysis of NELS:88 data for information on language minority and LEP students.

This Annual Report consists of five volumes, which include the overview report on the SIAC activities in Year One plus four additional volumes. These four volumes include copies of certain of the reports submitted to ED by the SIAC which are required to be included in this annual report.

- Volume I presents an overview of SIAC activities in Year One and a discussion of the implications of the Year One findings for Year Two planning.
- Volume II presents copies of the Short Turnaround Reports based on analyses of Title VII application data and other data related to LEP students which were submitted in Year One.
- Volume III includes three SIAC products: the Task 7 Summary Analysis of the Title VII SEA Grant Program Annual Survey Reports, the draft Task 5 accountability system for the Special Alternative Instructional Program, and the draft Task 5 accountability system for the Educational Personnel Training Program.
- Volume IV consists of the Task Order 1 Literature Review on Federally Funded Studies Related to LEP Students.
- Volume V consists of the Task Order 2 Focus Group Report on Active Learning Instructional Models for LEP Students.

APPENDIX A:

Short Turnaround Reports

#1 "Overview of FY91 Part A and Part C Title VII Grant Applications"

#2 "FY92 Title VII Grants in California"

#3 "MRC #13 Listing of Orange and LA Counties Programs"

#4 "Overview of FY91 Part A and Part C Title VII Grant Applications"

#5 "A Report on the Number of LEP Students Nationwide in Bilingual Education"

#6 "Number of Districts and Students Eligible for the Emergency Immigrant Education Program Under Various Eligibility Requirements"

#7 "LEP Student Enrollment for 1991-92 by State and Grade Level"

#8 "Overview of FY91 Part A and Part C Title VII Grant Applications"

#9 "Title VII Funds for Private Schools and Private Grantees"

#10 "Summary Description of FY92 Title VII, Part A Grants"

#11 "Language Groups of Students Served by 1992 Title VII, Part A Projects"

#12 "FY92 Transitional Bilingual Education Program: Projects and Students"

#13 "Characteristics of FY92 Title VII Grants: Program, Funding, Participant, and Language"

#14 "1992 Title VII Funds for Private Schools and Private Grantees (Supercedes STR No. 9)"

#15 "1992 Title VII, Part A Projects Serving Native Americans"

#16 "Overview of FY92 Part A and Part C Title VII Grant Applications"

#17 "Review of FY69-90 Title VII Database"

SIAC
Special Issues Analysis Center

Overview of FY91 Part A and Part C Title VII Grant Applications

Short Turnaround Report, No. 1

Prepared by:

Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209-2023
(703) 276-0677
(Contract # T292001001)

Submitted:

April 8, 1993

Overview of FY91 Part A and Part C Title VII Grant Applications

This report reviews Fiscal Year 1992 Title VII grant applications for Part A and Part C programs (Part B programs are not included in this overview). In FY91, a total of 2031 Part A and Part C applications were received by the Department of Education. Of these, 1615 were applications for Part A programs and 416 were applications for Part C programs.

Figure 1 presents data showing the proportion of funded and nonfunded applications for Part A and Part C programs. About half (52%) of all Part A applications and 44% of the Part C applications were funded. In both Part A and Part C programs, a large proportion of the awards made were to continuing programs; 76% of Part A awards and 64% of Part C awards were to continuing programs.

The numbers of FY91 grant applications are presented by program type and by funding status in Figure 2. The Transitional Bilingual Education program received the largest number of applications (755). The Special Alternative Instructional Program had the next largest number of applications (323). Both of these are Part A programs. Of the Part C programs, the Educational Personnel Training Program received the largest number of applications (229).

Figure 2 also shows the proportion of applications within each program category that were funded. There was considerable variation across program types. For example, 65% of the Transitional Bilingual Education Program applications were funded, while only 14% (2 grants) of the applications within the Special Alternative Instructional Program-Magnet Schools Priority were funded.

Figure 3 presents data on the number of grants awarded in each program, showing the proportion of new versus continuing grant awards. As already shown in Figure 1, most of the grants were awarded to continuing programs. For example, all of the Training, Development and Improvement Program grant awards, 83% of the Special Alternative Instructional Program awards, and 80% of the Transitional Bilingual Education Program awards were to continuing programs. Program categories in which all awards were to new programs were the following: Transitional Bilingual Education Programs--Recent Arrivals, Special Alternative Instructional Programs--Recent Arrivals, Developmental Bilingual Education Programs--Magnet Schools Priority, and Special Alternative Instructional Programs--Magnet Schools Priority.

Funding amounts for each program and overall for Part A and Part C are presented in Figure 4. Paralleling the differences in number of grants awarded, the largest amounts of funding were awarded within the Transitional Bilingual Education Program ($74 million), the Special Alternative Instructional Program ($22 million), and the Educational Personnel Training Program ($18 million). Figure 5 shows the mean grant award amount for each program. The highest average amount of obligated funds ($192,687) was found for awards within the Developmental Bilingual Education Program-Magnet Schools Priority.

Figure 1
Number of Title VII Applications in 1991

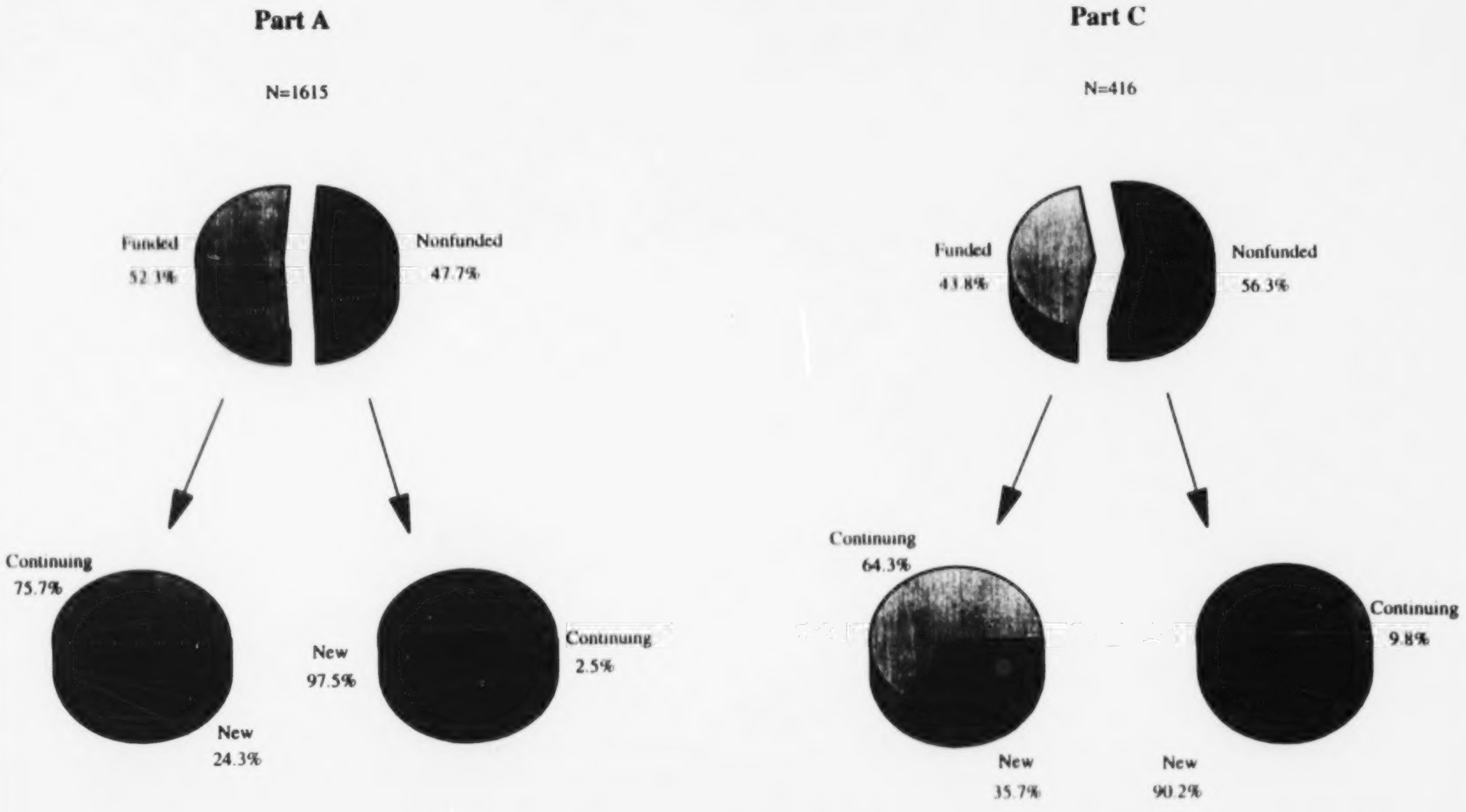


Figure 2

Number of FY91 Title VII Grant Applications by Program and Funding Status

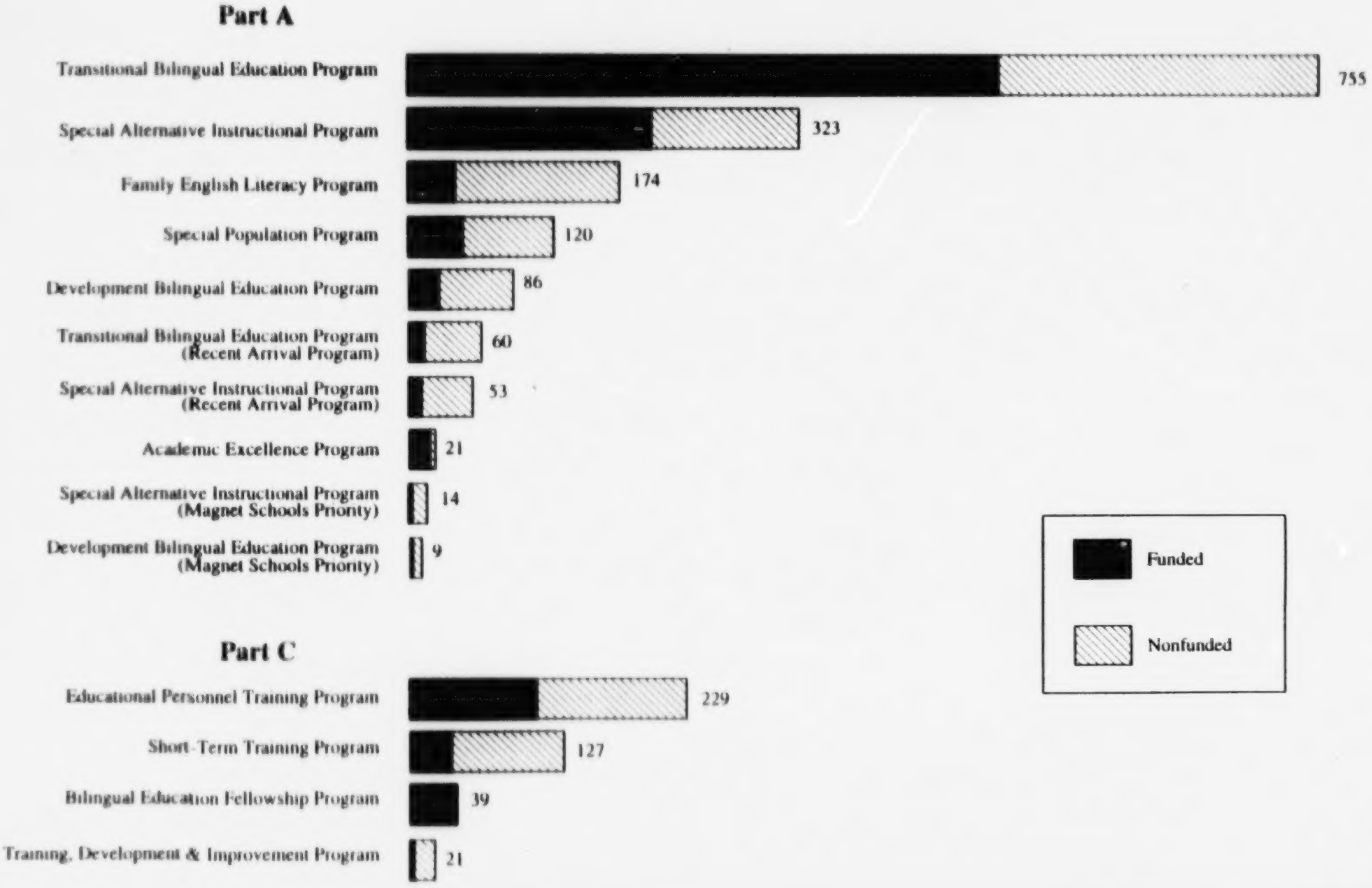


Figure 3

Number of New and Continuing FY91 Title VII Grants by Program

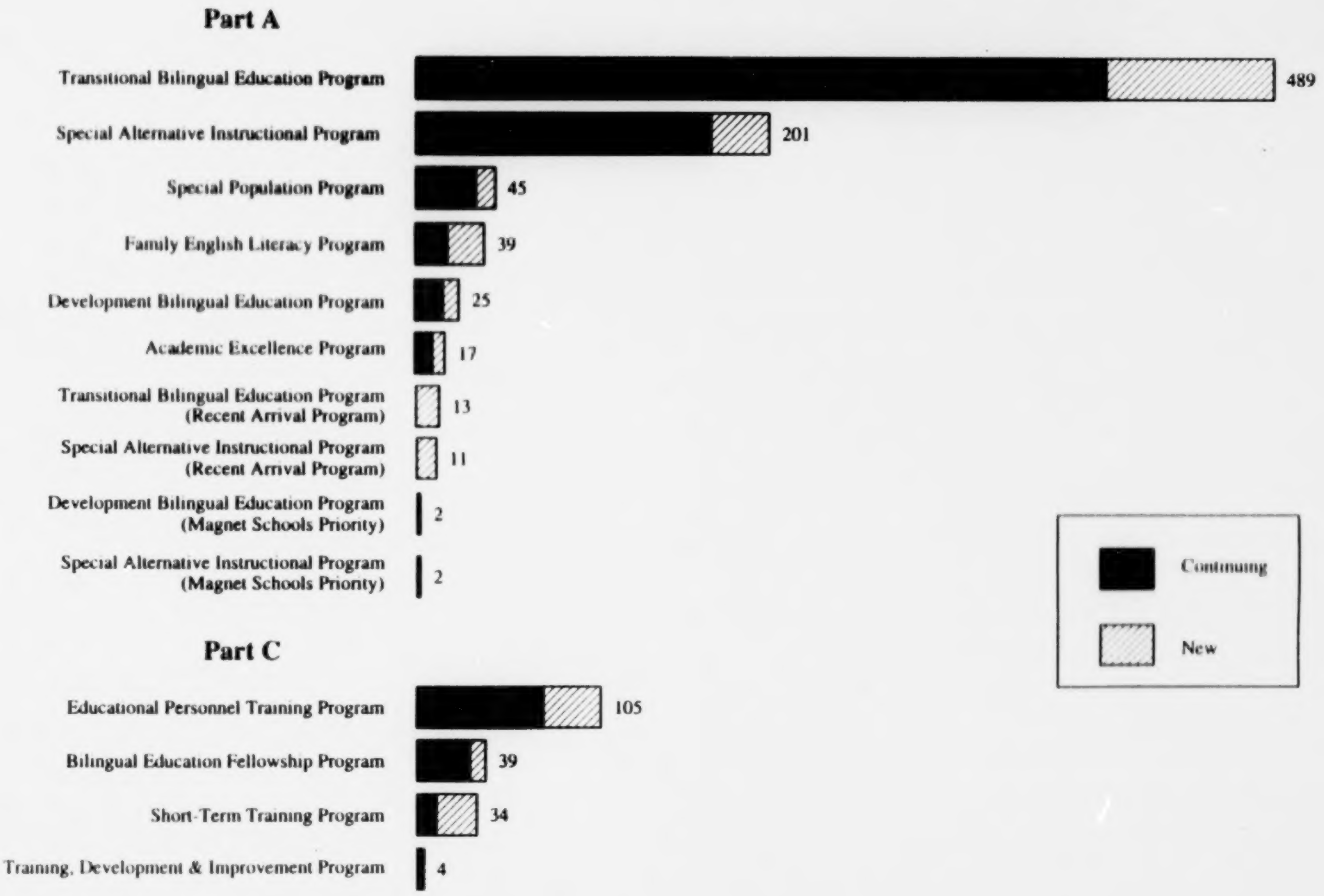


Figure 4
Total Obligated Funds for FY91 Title VII Grant Programs

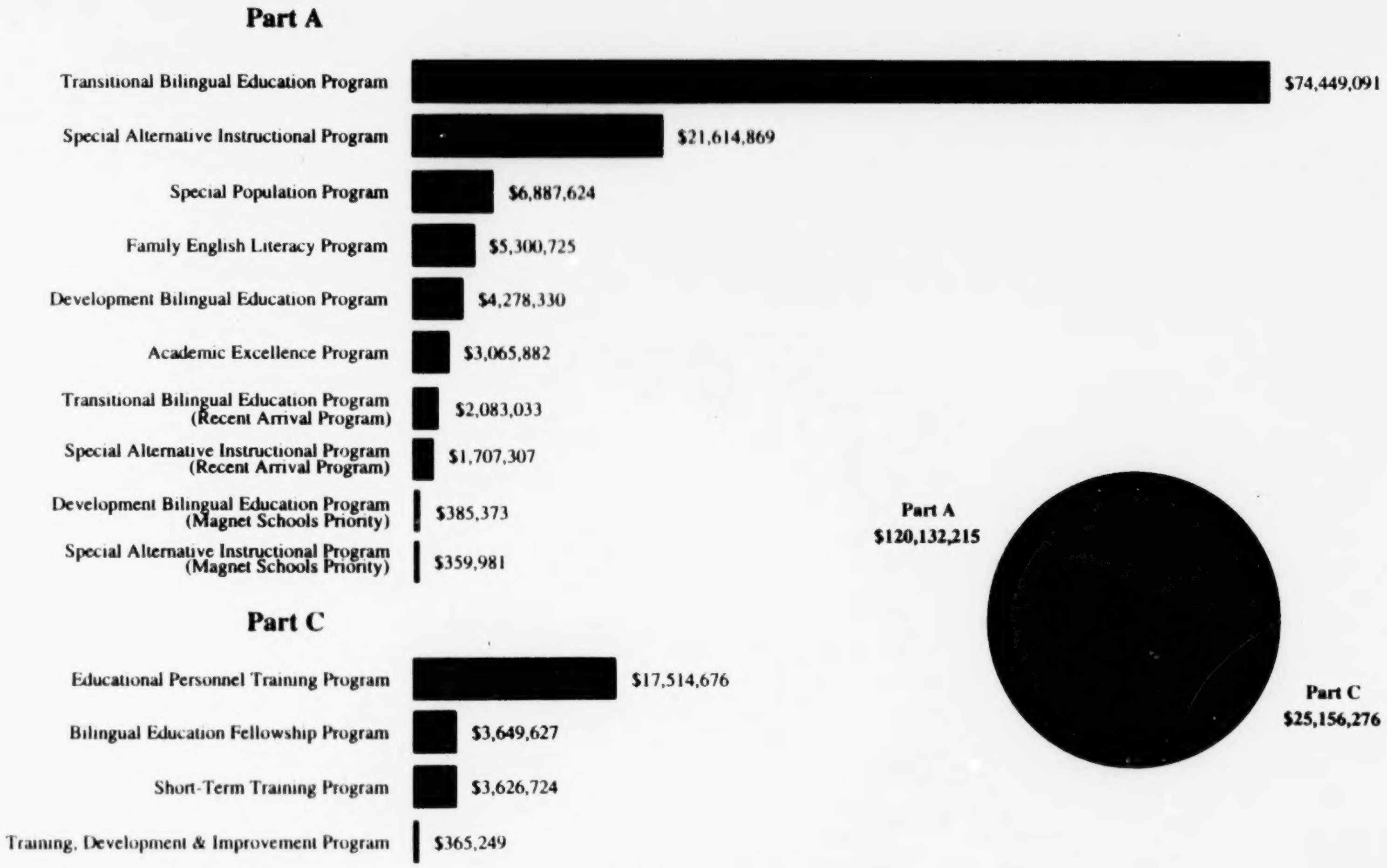
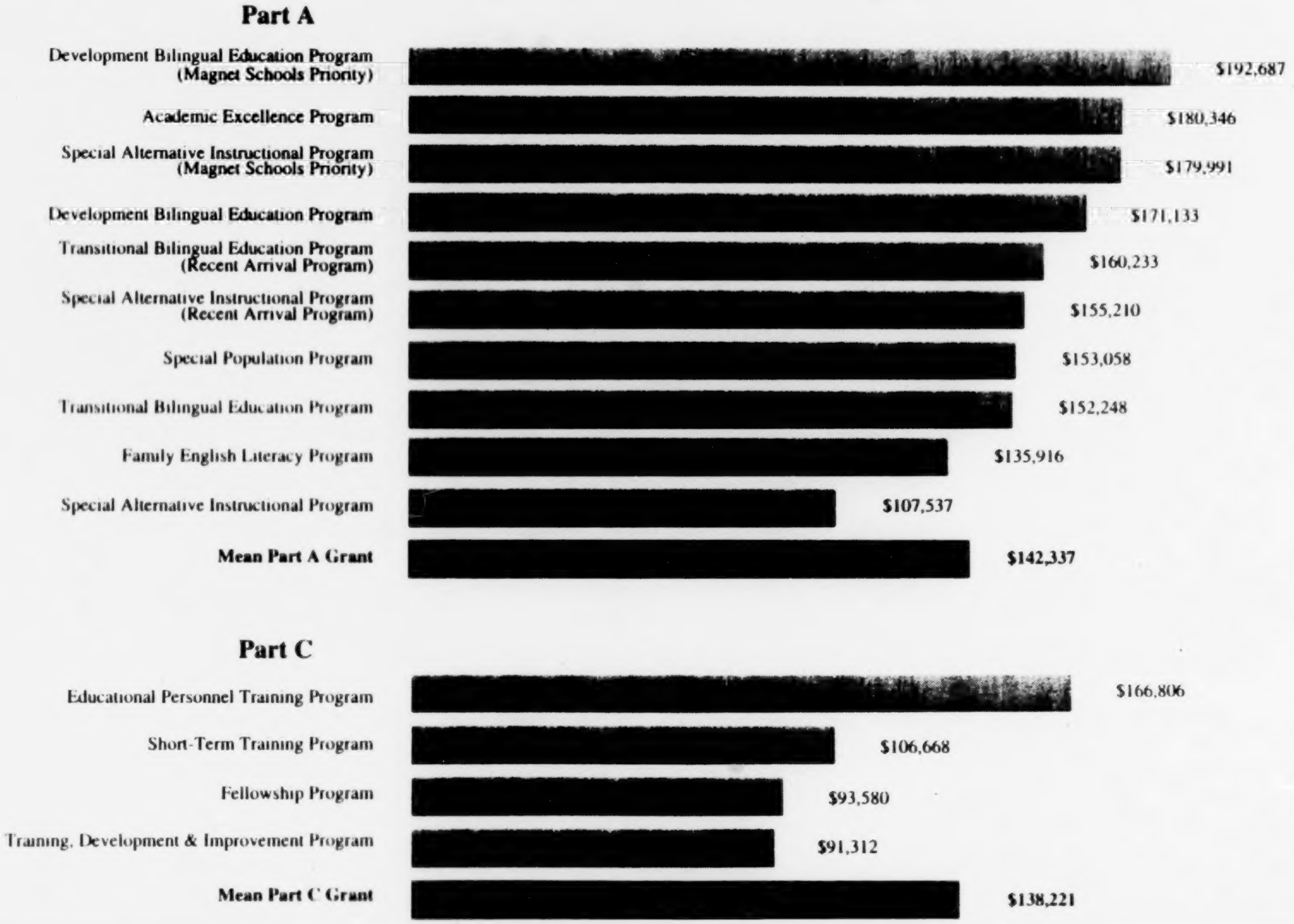


Figure 5

Mean Grant Amount for FY91 Title VII Programs



SIAC
Special Issues Analysis Center

FY92 Title VII Grants in California

Short Turnaround Report, No. 2

Prepared by:

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1730 North Lynn Street
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(703) 276-0677
(Contract # T292001001)

Submitted:

April 8, 1993

FY92 Title VII Grants in California

This report provides data on Title VII grants funded within the State of California in Fiscal Year 1992. In FY92, the Department of Education awarded 361 Part A grants and 31 Part C grants within California, for a total of $56.9 million in obligated funds. In addition, under the State Education Agency Program, California received $1.6 million in funding, resulting in an overall total of $58.5 million in Title VII obligated funds for the State (See Table 1). Of this total, Part A funding accounted for $52.2 million and Part C funding accounted for $4.6 million.

In Table 1, the number of grants awarded and the total obligated funds are presented for each program type. The largest program was the Transitional Bilingual Education Program with 170 awards; next, there were 88 awards within the Special Alternative Instructional Program, and 26 grants within the Family English Literacy Program.

Tables 2 through 14 list the grantees (identified by award number, grantee name, grantee city) and the amount of obligated funds for each grantee separately for each of the Part A and Part C grant programs.

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Table 1. Summary of FY92 Grants in CA

Program Type	CFDA	Number of Grants	Total Obligated Funds
Part A			
Transitional Bilingual Education Program	92003A	170	25,664,089
Developmental Bilingual Education Program	92003C	17	2,825,252
Special Alternative Instructional Program	92003E	88	10,579,264
Academic Excellence Program	92003G	7	1,378,706
Family English Literacy Program	92003J	26	3,576,367
Special Populations Program	92003L	16	2,563,911
Transitional Bilingual Education Program*	92003M	24	3,636,594
Special Alternative Instructional Program*	92003N	13	2,019,610
Part A Subtotal		**361**	**52,243,793**
Part B			
State Educational Agency Program	92003Q	1	1,631,642
Part C			
Educational Personnel Training Program	92003R	13	2,347,627
Training, Development & Improvement Program	92003S	1	282,895
Fellowship Program	92003T	5	849,670
Short-Term Training Program	92003V	12	1,155,855
Part C Subtotal		**31**	**4,636,047**
Part A & Part C Total		**392**	**56,879,840**
Overall Total		**393**	**58,511,482**

* Recent Arrivals Priority

Table 2. FY92 Grants for Transitional Bilingual Education Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003A0000392	92003A	CHOWCHILLA SCHOOL DISTRICT	CHOWCHILLA	135,000
T003A0000592	92003A	MARYSVILLE JOINT UNFIED SCHL DI	MARYSVILLE	180,000
T003A0000892	92003A	WEST COVINA UNIFIED SCHOOL DIS	WEST COVINA	150,943
T003A0001392	92003A	SHASTA COUNTY OFFICE OF EDUCA	REDDING	135,000
T003A0003392	92003A	HOLLISTER SCHOOL DISTRICT	HOLLISTER	135,000
T003A0005792	92003A	CHATOM SCHOOL DISTRICT	TURLOCK	153,000
T003A0007592	92003A	CAMPBELL UNION HIGH SCHOOL DI	SAN JOSE	103,500
T003A0007692	92003A	CALEXICO UNIFIED SCHOOL DISTRI	CALEXICO	135,000
T003A0008192	92003A	RIO SCHOOL DISTRICT	OXNARD	112,500
T003A0011792	92003A	FONTANA UNIFIED SCHOOL DISTRIC	FONTANA	135,000
T003A0012092	92003A	MOORPARK UNIFIED SCHOOL DISTR	MOORPARK	60,990
T003A0012292	92003A	VAL VERDE SCHOOL DISTRICT	PERRIS	157,124
T003A0012392	92003A	SANTA BARBARA HIGH SCHOOL DIS	SANTA BARBARA	162,000
T003A0013492	92003A	BALDWIN PARK UNIFIED SCHOOL DI	BALDWIN PARK	167,351
T003A0013692	92003A	SAN DIEQUITO UNION HIGH SCHL DI	SAN DIEGO	107,972
T003A0014692	92003A	SAN FRANCISCO UNIFIED SCHOOL D	SAN FRANCISCO	180,000
T003A0015192	92003A	FREMONT UNIFIED SCHOOL DISTRIC	FREMONT	135,000
T003A0015392	92003A	CHARTER OAK UNIFIED SCHOOL DIS	COVINA	154,270
T003A0015992	92003A	FORT BRAGG UNIFIED SCHOOL DIST	FORT BRAGG	135,000
T003A0016192	92003A	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	193,500
T003A0018592	92003A	LOS ANGELES UNIFIED SCHOOL DIS	LOS ANGELES	422,324
T003A0019092	92003A	LAKE TAHOE UNIFIED SCHOOL DIST	SOUTH LAKE TAHOE	103,491
T003A0019492	92003A	SANTA ANA UNIFIED SCHOOL DISTRI	SANTA ANA	225,000
T003A0020392	92003A	PAJARO VALLEY UNIFIED SCHOOL D	WATSONVILLE	153,000
T003A0021292	92003A	YUBA CITY UNIFIED SCHOOL DISTRI	YUBA CITY	162,000
T003A0021892	92003A	CHICO UNIFIED SCHOOL DISTRICT	CHICO	180,000
T003A0022692	92003A	AZUSA UNIFIED SCHOOL DITRICT	AZUSA	162,847

Table 2. FY92 Grants for Transitional Bilingual Education Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003A0023292	92003A	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	112,500
T003A0023592	92003A	LOS ANGELES UNIFIED SCHOOL DIS	LOS ANGELES	295,350
T003A0023692	92003A	SAN JOSE UNIFIED SCHOOL DISTRIC	SAN JOSE	112,500
T003A0023892	92003A	GILROY UNIFIED SCHOOL DISTRICT	GILROY	135,000
T003A0025792	92003A	STOCKTON UNIFIED SCHOOL DISTRI	STOCKTON	178,883
T003A1001092	92003A	OXNARD ELEMENTARY SCHOOL DIS	OXNARD	174,998
T003A1003092	92003A	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	175,000
T003A1003392	92003A	CASTAIC UNION SCHOOL DISTRICT	CASTAIC	149,975
T003A1004392	92003A	GLENN COUNTY OFFICE OF EDUCAT	WILLOWS	175,000
T003A1004492	92003A	LOS BANOS UNIFIED SCHOOL DISTR	LOS BANOS	157,500
T003A1005992	92003A	BASSETT UNIFIED SCHOOL DISTRIC	LA PUENTE	174,712
T003A1006792	92003A	ANDERSON VALLEY UNIFIED SCH DI	BOONVILLE	166,000
T003A1007792	92003A	SAN FRANCISCO UNIFIED SCHOOL D	SAN FRANCISCO	350,000
T003A1010492	92003A	DOS PALOS JOINT UNION HIGH SCH	DOS PALOS	147,865
T003A1012292	92003A	CABRILLO UNIFIED SCHOOL DISTRIC	HALF MOON BAY	174,896
T003A1012792	92003A	LAUSD ELEMENTARY DISTRICT 4	VAN NUYS	199,994
T003A1015992	92003A	LOS ANGELES UNIFIED SCHOOL DIS	LOS ANGELES	199,737
T003A1020492	92003A	PAJARO VALLEY UNIFIED SCHOOL D	WATSONVILLE	174,924
T003A1021092	92003A	STOCKTON UNIFIED SCHOOL DISTRI	STOCKTON	174,955
T003A1022992	92003A	LINDSAY UNIFIED SCHOOL DISTRICT	LINDSAY	174,991
T003A1024592	92003A	KERMAN UNIFIED SCHOOL DISTRICT	KERMAN	121,746
T003A1026392	92003A	BELLFLOWER UNIFIED SCHOOL DIS	BELLFLOWER	175,000
T003A1026492	92003A	NORWALK-LA MIRADA UNIFIED SCH	NORWALK	150,000
T003A1026892	92003A	COVINA-VALLEY UNIFIED SCHOOL DI	LOS ANGELES	174,229
T003A1027892	92003A	BRAWLEY SCHOOL DISTRICT	BRAWLEY	149,986
T003A1028592	92003A	SANTA CLARA UNIFIED SCHOOL DIS	SANTA CLARE	158,436
T003A1029492	92003A	SAN FRANCISCO UNIFIED SCHOOL D	SAN FRANCISCO	174,889

Table 2. FY92 Grants for Transitional Bilingual Education Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003A1030192	92003A	SANTA ANA UNIFIED SCHOOL DISTRI	SANTA ANA	175,000
T003A1031592	92003A	LOS NIETOS SCHOOL DISTRICT	WHITTIER	174,625
T003A1032392	92003A	OAK GROVE ELEMENTARY SCH DIST	SAN JOSE	175,000
T003A2000992	92003A	BASSETT UNIFIED SCHOOL DIST	LA PUENTE	170,066
T003A2001592	92003A	PERRIS ELEMENTARY SCHOOL DIST	PERRIS	170,000
T003A2001992	92003A	LUSTHER BURBANK SCHOOL DISTRI	SAN JOSE	175,000
T003A2002792	92003A	KERMAN UNIFIED SCHOOL DISTRICT	KERMAN	150,000
T003A2003392	92003A	JEFFERSON UNION HIGH SCH DIST	DALE CITY	160,000
T003A2005892	92003A	LE GRAND UNION ELEM SCH DIST	LE GRAND	160,000
T003A2006292	92003A	MORENO VALLEY UNIFIED SCH DIST	MORENO VALLEY	169,369
T003A2006692	92003A	MONROVIA UNIFIED SCHOOL DISTRI	MONROVIA	174,997
T003A2008692	92003A	VALLEJO CITY UNIFIED SCH DISTRIC	VALLEJO	170,000
T003A2009292	92003A	SAN JOAQUIN CTY OFFICE OF EDUC	STOCKTON	175,000
T003A2009892	92003A	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	169,909
T003A2009992	92003A	SANTA ANA UNFIED SCHOOL DISTRI	SANTA ANA	174,000
T003A2016192	92003A	LATON UNIFIED SCHOOL DISTRICT	LATON	170,000
T003A2016892	92003A	WILLITS UNIFIED SCHOOL DISTRICT	WILLITS	175,000
T003A2017892	92003A	GREENFIELD UNION SCHOOL DISTRI	GREENFIELD	175,000
T003A2018692	92003A	FARMERSVILLE SCHOOL DISTRICT	FARMERSVILLE	160,000
T003A2018892	92003A	CHINO USD/DON ANTONIO LUGO H.S	CHINO	165,000
T003A2019492	92003A	NORTH MONTEREY COUNTY U.S.D.	MOSS LANDING	175,000
T003A2022692	92003A	WESTMINSTER SCHOOL DISTRICT	WESTMINSTER	164,977
T003A2027692	92003A	TULELAKE BASIN JOINT UNIF	TULELAKE	170,000
T003A2027892	92003A	BUENA PARK SCHOOL DISTRICT	BUENA PARK	159,998
T003A2028092	92003A	COMPTON UNIFEID SCH DIST	COMPTON	170,000
T003A2028192	92003A	TEMECULA VALLEY UNIF SCH DIST	TEMECULA	160,000
T003A2029792	92003A	STOCKTON UNIFIED SCHOOL DISTRI	STOCKTON	175,000

Table 2. FY92 Grants for Transitional Bilingual Education Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003A2030792	92003A	WOODLAND JOINT UNIFIED SCH DIS	WOODLAND	149,258
T003A2032292	92003A	SAN DIEGO CTY OFF OF EDUCATION	SAN DIEGO	175,000
T003A2032492	92003A	DIXON UNIFIED SCHOOL DISTRICT	DIXON	170,000
T003A2033292	92003A	RAVENSWOOD CITY SCHOOL DISTRI	EAST PALO ALTO	170,000
T003A2036392	92003A	EARLIMART ELEMENTARY SCH DIST	EARLIMART	170,000
T003A2037092	92003A	CHARTER OAK UNIFIED SCHOOL DIS	COVINA	164,785
T003A5050892	92003A	FULLERTON SCHOOL DISTRICT	FULLERTON	102,764
T003A5051092	92003A	LA MESA-SPRING VALLEY SCHOOL	LA MESA	53,585
T003A5051192	92003A	NORTH MONTEREY COUNTY U.S.D.	MOSS LANDING	118,098
T003A5051292	92003A	CAMPBELL UNION ELEMENTARY S.	CAMPBELL	52,333
T003A5051392	92003A	LODI UNIFIED SCHOOL DISTRICT	LODI	88,167
T003A8000792	92003A	WINDSOR UNION SCHOOL DISTRICT	WINDSOR	72,057
T003A8001092	92003A	NAPA VALLEY UNIFIED SCH DISTRIC	NAPA	82,989
T003A8003392	92003A	STOCKTON UNIFIED SCHOOL DISTRI	STOCKTON	154,175
T003A8005492	92003A	LIVERMORE VALLEY JOINT	LIVERMORE	121,346
T003A8006492	92003A	WASHINGTON UNIFIED SCHOOL	WEST SACRAMENTO	73,469
T003A8006992	92003A	STOCKTON UNIFIED SCHOOL DISTRI	STOCKTON	165,682
T003A8007492	92003A	HAWTHORNE SCHOOL DISTRICT	HAWTHORNE	104,545
T003A8008092	92003A	MOUNTAIN VIEW SCHOOL DISTRICT	EL MONTE	93,579
T003A8009792	92003A	RIVERSIDE UNIFIED SCHOOL DISTRI	RIVERSIDE	196,083
T003A8009992	92003A	CULVER CITY UNIFIED SCHOOL DIST	CULVER CITY	121,365
T003A8010392	92003A	LOS BANOS UNIFIED SCHOOL DISTR	LOS BANOS	123,619
T003A8010692	92003A	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	160,917
T003A8012592	92003A	MOUNTAIN VIEW-LOS ALTOS UNION	MOUNTAIN VIEW	87,151
T003A8015792	92003A	KELSEYVILLE UNIFIED SCHOOL DIST	KELSEYVILLE	121,800
T003A8015992	92003A	OCEAN VIEW SCHOOL DISTRICT	HUNTINGTON BEACH	125,210
T003A8017692	92003A	ESCONDIDO UNION HIGH SCHOOL D	ESCONDIDO	128,727

Table 2. FY92 Grants for Transitional Bilingual Education Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003A8018192	92003A	DOS PALOS JOINT UNION ELEMEN S	DOS PALOS	126,457
T003A8019292	92003A	MORGAN HILL UNIFIED SCHOOL DIS	MORGAN HILL	126,675
T003A8020492	92003A	FREMONT UNION HIGH SCHOOL DIS	SUNNYVALE	97,516
T003A8021092	92003A	SAN FRANCISCO UNIFIED SCHL DIST	SAN FRANCISCO	257,470
T003A8021292	92003A	ROWLAND UNIFIED SCHOOL DISTRI	ROWLAND HEIGHTS	123,371
T003A8021892	92003A	SOUTH BAY UNION SCHOOL DISTRI	IMPERIAL BEACH	115,317
T003A8022292	92003A	SACRAMENTO CITY UNIFIED SCH DI	SACRAMENTO	150,000
T003A8022992	92003A	TORRANCE UNIFIED SCHOOL DISTRI	TORRANCE	125,388
T003A8024192	92003A	CUCAMONGA SCHOOL DISTRICT	RANCHO CUCAMONGA	89,228
T003A8024592	92003A	BERRYESSA UNION SCHOOL DISTRI	SAN JOSE	94,637
T003A8024992	92003A	GARVEY SCHOOL DISTRICT	ROSEMEAD	148,188
T003A8025592	92003A	FREMONT UNIFIED SCHOOL DISTRIC	FREMONT	139,139
T003A8025792	92003A	MERCED CITY SCHOOL DISTRICT	MERCED	116,857
T003A8028992	92003A	NEWPORT-MESA UNIFIED SCHOOL	NEWPORT BEACH	83,684
T003A8029292	92003A	IMPERIAL COUNTY OFFICE OF EDUC	EL CENTRO	121,084
T003A8029792	92003A	MONTEBELLO UNIFIED SCHOOL DIS	MONTEBELLO	100,241
T003A8030392	92003A	TEHAMA COUNTY DEPT OF EDUCATI	RED BLUFF	189,388
T003A8033992	92003A	CARLSBAD UNIFIED SCHOOL DISTRI	CARLSBAD	70,002
T003A8034392	92003A	LOS ANGELES UNIFIED SCHOOL DIS	LOS ANGELES	309,194
T003A8035992	92003A	FOUNTAIN VALLEY SCHOOL DISTRIC	FOUNTAIN VALLEY	142,697
T003A8036392	92003A	FRANKLIN MCKINLEY SCHOOL DIST	SAN JOSE	95,350
T003A9000192	92003A	SALINAS CITY SCHOOL DISTRICT	SALINAS	84,887
T003A9001192	92003A	MERCED COUNTY SCHOOLS	MERCED	308,637
T003A9001392	92003A	GEYERSVILLE UNIFIED SCHOOL DIS	GEYERSVILLE	76,354
T003A9001492	92003A	UKIAH UNIFIED SCHOOL DISTRICT	UKIAH	134,547
T003A9002292	92003A	EAST WHITTIER CITY SCHOOL DIST.	WHITTIER	63,508
T003A9003192	92003A	LODI UNIFIED SCHOOL DISTRICT	LODI	195,260

Table 2. FY92 Grants for Transitional Bilingual Education Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003A9004192	92003A	SABE/STUDENTS ACHIEVING IN	AZUSA	171,089
T003A9004392	92003A	DESERT SANDS UNIFIED SCHOOL DI	INDIO	259,393
T003A9004892	92003A	LAKE TAHOE UNIFIED SCHOOL DIST	SOUTH LAKE TAHOE	103,099
T003A9004992	92003A	BRAWLEY SCHOOL DISTRICT	BRAWLEY	89,933
T003A9006292	92003A	PAJARO VALLEY UNIFIED SCH. DIST.	WATSONVILLE	159,345
T003A9006492	92003A	BUENA PARK SCHOOL DISTRICT	BUENA PARK	136,640
T003A9007392	92003A	CUCAMONGA SCHOOL DISTRICT	RANCHO CUCAMONGA	75,000
T003A9007592	92003A	SAN MATEO COUNTY OFFICE OF ED.	REDWOOD CITY	138,510
T003A9007692	92003A	SANTA PAULA ELEM. SCHOOL DISTR	SANTA PAULA	127,804
T003A9007992	92003A	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	134,274
T003A9010092	92003A	OCEANSIDE UNIFIED SCHOOL DISTR	OCEANSIDE	85,000
T003A9010892	92003A	SOLANA BEACH SCHOOL DISTRICT	SOLANA BEACH	96,095
T003A9011392	92003A	FRESNO COUNTY OFFICE OF EDUC	FRESNO	138,318
T003A9011992	92003A	LINDSAY UNIFIED SCHOOL DISTRICT	LINDSAY	161,433
T003A9012192	92003A	FRESNO UNIFIED SCHOOL DISTRICT	FRESNO	124,788
T003A9012592	92003A	BRAWLEY UNION HIGH SCHOOL DIS	BRAWLEY	176,275
T003A9013392	92003A	SAN JOSE UNIFIED SCHOOL DISTRIC	SAN JOSE	174,084
T003A9014992	92003A	CORONA-NORCO UNIFIED SCHOOL	CORONA	155,169
T003A9016392	92003A	LOST HILLS UNION SCHOOL DISTRIC	LOS HILLS	67,445
T003A9016892	92003A	SANTA BARBARA HIGH SCHOOL DIS	SANTA BARBARA	141,887
T003A9017692	92003A	COVINA-VALLEY UNIIFIED SCH DIST	COVINA	169,413
T003A9020392	92003A	HAYWARD UNIFIED SCHOOL DISTRI	HAYWARD	246,411
T003A9020592	92003A	RICHMOND UNIFIED SCHOOL DISTRI	RICHMOND	154,084
T003A9021192	92003A	SAN FRANCISCO UNIFIED SCH. DIST.	SAN FRANCISCO	286,522
T003A9021892	92003A	SAN DIEGO UNIFIED SCHOOL DISTRI	SAN DIEGO	91,125
T003A9022492	92003A	COACHELLA VALLEY UNIFIED S. D.	THERMAL	151,608
T003A9022592	92003A	LONG BEACH UNIFIED SCHOOL DIST	LONG BEACH	246,560

Table 2. FY92 Grants for Transitional Bilingual Education Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003A9023392	92003A	BONSALL UNION SCHOOL DISTRICT	BONSALL	61,000
T003A9023992	92003A	PARLIER UNIFIED SCHOOL DISTRICT	PARLIER	183,012
T003A9026792	92003A	STOCKTON UNIFIED SCHOOL DISTRI	STOCKTON	213,301
T003A9027692	92003A	PLACER COUNTY OFFICE OF EDUCA	AUBURN	194,400
T003A9027992	92003A	VALLEY CENTER UNION SCHOOL DI	VALLEY CENTER	79,552
T003A9028192	92003A	ANAHEIM UNION HIGH SCHOOL DIST	ANAHEIM	139,574
T003A9031592	92003A	ENCINITAS UNION SCHOOL DISTRIC	ENCINITAS	90,347
T003A9032892	92003A	FALLBROOK UNION ELMN SCHL DIS	FALLBROOK	101,000

Table 3. FY92 Grants for Developmental Bilingual Education Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003C0000892	92003C	LOS ANGELES COUNTY OFFICE OF	DOWNEY	260,000
T003C0001392	92003C	SAN FRANCISCO UNIFIED SCHOOL D	SAN FRANCISCO	214,688
T003C0001992	92003C	SADDLEBACK VALLEY UNIFIED S. D.	MISSION VIEJO	83,053
T003C0004492	92003C	CULVER CITY UNIFIED SCHOOL DIST	CULVER CITY	158,990
T003C0005992	92003C	VALLEY CENTER UNION SCHOOL DI	VALLEY CENTER	101,545
T003C0009692	92003C	LOS ANGELES UNIFIED SCHOOL DIS	LOS ANGELES	171,900
T003C0011092	92003C	SANTA MONICA-MALIBU UNIFIED S.	SANTA MONICA	175,975
T003C1001292	92003C	SAN JOSE UNIVIED SHCOOL DISTRI	SAN JOSE	175,000
T003C1002992	92003C	LOS ANGELES UNIFIED SCHOOL DIS	LOS ANGELES	170,000
T003C1003492	92003C	BARSTOW UNIFIED SCHOOL DISTRI	BARSTOW	115,117
T003C1006092	92003C	FREMONT UNIFIED SCHOOL DISTRIC	FREMONT	170,000
T003C2000792	92003C	CAPISTRANO UNIFIED SCHL DIST	SAN JUAN CAPISTRANO	172,984
T003C2001492	92003C	PASADENA UNIFIED SCHOOL DIST	PASADENA	175,000
T003C2003892	92003C	POMONA UNIFIED SCHOOL DIST	POMONA	186,000
T003C2004092	92003C	WOODLAND JOINT UNIFIED SCHL DI	WOODLAND	145,000
T003C2006292	92003C	LOS ANGELES UNIFIED SCHOOL DIS	LOS ANGELES	200,000
T003C2008892	92003C	ALUM ROCK UNION ELEM SCHL DIST	SAN JOSE	150,000

Table 4. FY92 Grants for Special Alternative Instructional Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003E0001992	92003E	INGLEWOOD UNIFIED SCHOOL DIST	INGLEWOOD	114,030
T003E0002592	92003E	ESCALON UNIFIED SCHOOL DISTRIC	ESCALON	90,000
T003E0002992	92003E	JEFFERSON YEAR-ROUND ELEM SC	OAKLAND	215,992
T003E0003192	92003E	REDDING SCHOOL DISTRICT	REDDING	96,030
T003E0004092	92003E	ANAHEIM UNION HIGH SCHL DIST	ANAHEIM	90,000
T003E0004592	92003E	SADDLEBACK VALLEY UNFD SCHL D	MISSION VIEJO	114,030
T003E0005992	92003E	NEWPORT-MESA UNIFIED SCHL DIS	NEWPORT BEACH	123,030
T003E0006192	92003E	LODI UNIFIED SCHOOL DISTRICT	LODI	132,000
T003E0006392	92003E	ESCONDIDO UNION HIGH SCHL DIST	ESCONDIDO	90,000
T003E0008492	92003E	BANNING UNIFIED SCHL DIST	BANNING	96,700
T003E0008792	92003E	EMPIRE UNION SCHOOL DISTRICT	EMPIRE	117,000
T003E0008992	92003E	GLENDORA UNIFIED SCHOOL DISTRI	GLENDORA	114,030
T003E0011292	92003E	SAN DIEGO COUNTY OFFICE OF ED.	SAN DIEGO	162,000
T003E0011992	92003E	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	49,808
T003E0013792	92003E	LOS ANGELES UNIFIED SCHOOL DIS	LOS ANGELES	121,500
T003E0014292	92003E	VALLEJO CITY UNIFIED SCHOOL	VALLEJO	87,443
T003E0014592	92003E	CUPERTINO UNION SCHOOL DISTRI	CUPERTINO	41,000
T003E0014792	92003E	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	123,030
T003E0015692	92003E	MERCED CITY SCHOOL DISTRICT	MERCED	113,400
T003E0016592	92003E	SANTA CLARA COUNTY OFFICE OF E	SAN JOSE	135,000
T003E0016892	92003E	ALAMEDA COUNTY OFFICE OF ED	HAYWARD	159,030
T003E0018292	92003E	BREA-OLINDA UNIFIED SCHOOL DIS	BREA	96,691
T003E0018992	92003E	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN	117,000
T003E0019392	92003E	RICHMOND UNIFIED SCHL DIST	RICHMOND	100,000
T003E1001692	92003E	THERMALITO UNION SCHOOL DISTRI	OROVILLE	172,000
T003E1001792	92003E	NAPA VALLEY UNIFIED SCHOOL DIS	NAPA	72,944
T003E1003392	92003E	TULARE CITY ELEMENTARY SCH DIS	TULARE	165,000

Table 4. FY92 Grants for Special Alternative Instructional Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003E1004492	92003E	ALHAMBRA SCHOOL DISTRICT	ALHAMBRA	170,000
T003E1007592	92003E	MORGAN HILL UNIFIED SCHOOL DIS	MORGAN HILL	149,454
T003E1008392	92003E	SAN LEANDRO UNIFIED SCHOOL DIS	SAN LEANDRO	160,000
T003E1008992	92003E	FREMONT UNIFIED SCHOOL DISTRIC	FREMONT	165,852
T003E1009992	92003E	SAN JUAN UNIFIED SCHOOL DISTRIC	CARMICHAEL	175,000
T003E2000192	92003E	ORANGE UNIFIED SCHOOL DISTRICT	ORANGE	160,000
T003E2000592	92003E	SAN MATEO UNION HIGH SCH DIST	SAN MATEO	160,000
T003E2000692	92003E	GROSSMONT UNION HIGH SCH DIST	LA MESA	170,000
T003E2001392	92003E	LITTLE LAKE CITY SCH DIST	SANTA FE SPRINGS	138,844
T003E2001792	92003E	SAN JOAQUIN COUNTY OFF OF ED.	STOCKTON	170,000
T003E2002092	92003E	ALAMEDA UNIFIED SCHOOL DISTRIC	ALAMEDA	160,000
T003E2002792	92003E	DAVIS JOINT UNIFIED SCHOOL DIST.	DAVIS	120,000
T003E2002892	92003E	RAMONA UNIFIED SCHOOL DISTRIC	RAMONA	134,316
T003E2002992	92003E	SAN JUAN UNIFIED SCHOOL	CARMICHAEL	130,000
T003E2003092	92003E	SANTA ROSA CITY SCHOOLS	SANTA ROSA	160,000
T003E2005392	92003E	YUBA CITY SCHOOL DISTRICT	YUBA CITY	110,000
T003E2006992	92003E	OAK GROVE ELEMENTARY SCHOOL	SAN JOSE	170,000
T003E2008992	92003E	SOMIS UNION SCHOOL DISTRICT	SOMIS	80,000
T003E2009692	92003E	TEMPLE CITY UNIFIED SCHOOL DIST	TEMPLE CITY	140,000
T003E2009792	92003E	FULLERTON JNT UNION HIGH SCH DI	FULLERTON	130,000
T003E2010692	92003E	SAN FRANCISCO UNIFIED SCH DIST	SAN FRANCISCO	200,000
T003E2010992	92003E	NAPA VALLEY UNIF SCH DIST	NAPA	120,000
T003E2011192	92003E	LOS ANGELES CTY OFF OF EDUC	DOWNEY	200,000
T003E2011492	92003E	SOLANA BEACH SCH DIST	SOLANA BEACH	140,000
T003E2011592	92003E	SUNNYVALE SCHOOL DISTRICT	SUNNYVALE	160,000
T003E2012792	92003E	LINCOLN UNIFIED SCHOOL DISTRICT	STOCKTON	160,000
T003E2013292	92003E	NORWALK-LAMIRADA UNIFIED SCH	NORWALK	160,000

Table 4. FY92 Grants for Special Alternative Instructional Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003E2013892	92003E	MARYVILLE JOINT UNIFED SCH DIST	MARYVILLE	170,000
T003E2014892	92003E	FEMONT UNION HIGH SCH DIST	SUNNYVALE	140,000
T003E2015392	92003E	GLENDORA UNIFIED SCHOOL DISTRI	GLENDORA	120,000
T003E2016892	92003E	KINGS CANYON UNIFIED SCHOOL DI	REEDLEY	160,000
T003E2017092	92003E	MARTINEZ UNIFIED SCHOOL DISTRI	MARTINEZ	140,000
T003E2017792	92003E	SAN DIEGO CTY OFFICE OF EDUCAT	SAN DIEGO	180,000
T003E8002892	92003E	DAVIS JOINT UNIFIED SCHOOL DIST	DAVIS	92,723
T003E8005192	92003E	BERRYESSA UNION SCHOOL DISTRI	SAN JOSE	57,592
T003E8005292	92003E	MENDOCINO COUNTY OFC OF EDUC	UKIAH	91,844
T003E8005592	92003E	MARTINEZ UNIFIED SCHOOL DISTRI	MARTINEZ	65,618
T003E9001092	92003E	EAST WHITTIER CITY SCHOOL DIST.	WHITTIER	96,941
T003E9002092	92003E	TAFT CITY SCHOOL DISTRICT	TAFT	50,765
T003E9002292	92003E	EARLIMART SCHOOL DISTRICT	EARLIMART	61,348
T003E9002692	92003E	FULLERTON JOINT H.S. DISTRICT	FULLERTON	79,291
T003E9003192	92003E	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN	97,453
T003E9004692	92003E	TORRENCE U. S. D./VICTOR SCHOOL	TORRENCE	90,000
T003E9005592	92003E	SADDLEBACK VALLEY UNIFIED S. D.	MISSION VIEJO	86,220
T003E9005992	92003E	CUPERTINO UNION SCHOOL DISTRI	CUPERTINO	82,162
T003E9007192	92003E	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	69,327
T003E9008492	92003E	PLACENTIA UNIFIED SCHOOL DISTRI	PLACENTIA	93,631
T003E9010592	92003E	LOMPOC U. S. D./LOMPOC SENIOR H	LOMPOC	84,858
T003E9011092	92003E	SACRAMENTO CITY UNIFIED SCH DI	SACRAMENTO	90,000
T003E9011892	92003E	OROVILLE CITY ELEMENTARY SCH D	OROVVILLE	89,842
T003E9012592	92003E	WHITTIER UNION HIGH SCHOOL DIS	WHITTIER	97,152
T003E9013592	92003E	GLENDALE UNIFIED SCHOOL DISTRI	GLENDALE	84,569
T003E9013892	92003E	ROWLAND UNIFIED SCHOOL DISTRI	ROWLAND HEIGHTS	100,000
T003E9013992	92003E	STOCKTON UNIFIED SCHOOL DISTRI	STOCKTON	99,592

Table 4. FY92 Grants for Special Alternative Instructional Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003E9015592	92003E	FREMONT UNIFIED SCHOOL DISTRIC	FREMONT	93,790
T003E9016192	92003E	LA MESA-SPRING VALLEY DISTRICT	LA MESA	84,016
T003E9016392	92003E	GLENDALE UNIFIED SCHOOL DISTRI	GLENDALE	89,275
T003E9017192	92003E	SAN JOSE UNIFIED SCHOOL DISTRIC	SAN JOSE	93,964
T003E9017692	92003E	SAN JOSE UNIFIED SCHOOL DISTRIC	SAN JOSE	93,964
T003E9018392	92003E	MERCED COUNTY SCHOOLS	MERCED	158,062
T003E9021292	92003E	ENTERPRISE S. D./SPECIAL PROG O	REDDING	93,111

Table 5. FY92 Grants for Academic Excellence Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003G0000292	92003G	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	205,099
T003G0001492	92003G	FREMONT UNIFIED SCHOOL DISTRIC	FREMONT	207,416
T003G0001792	92003G	HEALDSBURG UNION SCHOOL DIST	HEALDSBURG	198,410
T003G1000292	92003G	FOUNTAIN VALLEY SCHOOL DISTRIC	FOUNTAIN VALLEY	206,473
T003G1000392	92003G	WASHINGTON UNIFIED SCH. DISTRI	WEST SACRAMENTO	162,997
T003G1000892	92003G	LOS ANGELES UNIFIED SCH DISTRIC	LOS ANGELES	192,087
T003G2000492	92003G	GLENDALE UNIFIED SCHOOL DISTRI	GLENDALE	206,224

Table 6. FY92 Grants for Family English Literacy Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003J0000992	92003J	LINCOLN UNIFIED SCHOOL DISTRICT	STOCKTON	149,618
T003J0003092	92003J	WHITTIER UNION HIGH SCHOOL DIS	WHITTIER	149,765
T003J1000392	92003J	SOLANA BEACH SCHOOL DISTRICT	SOLANA BEACH	156,992
T003J1000892	92003J	OCEANSIDE UNIFIED SCHOOL DISTR	OCEANSIDE	86,852
T003J1002992	92003J	TORRANCE UNIFIED SCHOOL DISTIR	TORRANCE	143,755
T003J1005392	92003J	SADDLEBACK VALLEY U. S. D.	MISSION VIEJO	125,168
T003J1007092	92003J	NAPA VALLEY UNIFIED SCHOOL DIS	NAPA	129,005
T003J1007592	92003J	NEWPORT-MESA UNIFIED SCHOOL	NEWPORT BEACH	139,040
T003J1008292	92003J	LA MAESTRA AMNESTY CTR/SAN DI	SAN DIEGO	142,355
T003J1008692	92003J	OAKLAND ARC ASSOCIATES, INC.	OAKLAND	145,440
T003J1011692	92003J	FOUNTAIN VALLEY SCHOOL DISTRIC	FOUNTAIN VALLEY	121,895
T003J1013692	92003J	CALIFORNIA HUMAN DEVELOPMENT	SANTA ROSA	60,001
T003J1014492	92003J	STOCKTON UNIFIED SCHOOL DISTRI	STOCKTON	130,700
T003J1014992	92003J	FREMONT UNIFIED SCHOOL DISTRIC	FREMONT	172,222
T003J1015192	92003J	SWEETWATER UNION HIGH SCHOOL	CHULA VISTA	164,383
T003J2000592	92003J	ALHAMBRA SCHOOL DISTRICT	ALHAMBRA	151,687
T003J2000692	92003J	RAMONA UNIFIED SCHOOL DISTRIC	RAMONA	78,851
T003J2002192	92003J	SAN JOSE UNIFIED SCHOOL DISTRIC	SAN JOSE	141,172
T003J2003592	92003J	PARLIER UNIFIED SCHOOL DISTRICT	PARLIER	148,157
T003J2004692	92003J	ENCINITAS UNION SCHOOL DISTRIC	ENCINITAS	143,602
T003J2005692	92003J	SACRAMENTO CITY UNIFIED SCH DI	SACRAMENTO	141,205
T003J2007592	92003J	LONG BEACH UNIFIED SCH DISTRIC	LONG BEACH	164,805
T003J2007792	92003J	DOS PALOS JNT UNION HIGH SCH DI	DOS PALOS	156,561
T003J2008492	92003J	FORT BRAGG UNIFIED SCHOOL DIST	FORT BRAGG	158,262
T003J2010792	92003J	YUBA CITY UNIFIED SCHOOL DISTRI	YUBA CITY	144,096
T003J2011092	92003J	RAVENSWOOD CITY SCHOOL DISTRI	EAST PALO ALTO	130,778

Table 7. FY92 Grants for Special Population Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003L0000792	92003L	NEW HOPE ELEMENTARY SCHOOL D	THORNTON	84,791
T003L0000892	92003L	MOORPARK UNIFIED SCHOOL DISTR	MOORPARK	49,060
T003L0000992	92003L	SAN DIEGO UNIFIED SCHOOL DISTRI	SAN DIEGO	196,012
T003L0002692	92003L	CENTRALIA SCHOOL DISTRICT	BUENA PARK	182,961
T003L0003792	92003L	IRVINE UNIFIED SCHOOL DISTRICT	ORANGE	194,221
T003L0006992	92003L	CULVER CITY UNIFIED SCHOOL DIST	CULVER CITY	177,261
T003L0007492	92003L	TEHAMA COUNTY DEPARTMENT OF	RED BLUFF	179,019
T003L1000492	92003L	FOUNTAIN VALLEY SCHOOL DISTRIC	FOUNTAIN VALLEY	180,000
T003L1000892	92003L	WOODLAND JOINT UNIFIED SCH DIS	WOODLAND	167,840
T003L2000692	92003L	SOLEDAD UNION SCHOOL DISTRICT	SOLEDAD	142,465
T003L2001792	92003L	REDWOOD CITY SCHOOL DISTRICT	REDWOOD CITY	179,424
T003L2002492	92003L	LENNOX SCHOOL DISTRICT	LENNOX	133,862
T003L2003892	92003L	SAN JUAN UNIFIED SCHOOL DISTRIC	CARMICHAEL	180,421
T003L2004792	92003L	UKIAH UNIFIED SCHOOL DISTRICT	UKIAH	154,952
T003L2006692	92003L	COMPTON UNIFIED SCHOOL DISTRI	COMPTON	181,989
T003L2007092	92003L	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE	179,633

Table 8. FY 92 Grants for Transitional Bilingual Education Programs (Recent Arrival Priority) in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003M1000992	92003M	NEWPORT-MESA UNIFIED SCHOOL	NEWPORT BEACH	158,000
T003M1001392	92003M	SAN MATEO COUNTY OFFICE OF ED	REDWOOD CITY	158,000
T003M1002292	92003M	WHITTIER UNION HIGH SCHOOL DIS	WHITTIER	158,000
T003M1002392	92003M	HAYWARD UNIFIED SCHOOL DISTRI	HAYWARD	158,000
T003M1002592	92003M	CAMPBELL UNION HIGH SCHOOL DI	SAN JOSE	158,000
T003M1004292	92003M	WOODVILLE UNION SCHOOL DISTRI	PORTERVILLE	158,000
T003M1004792	92003M	SANTA ANA UNIFIED SCHOOL DISTRI	SANTA ANA	158,000
T003M1005092	92003M	SAN FRANCISCO UNIFIED SCHOOL D	SAN FRANCISCO	158,000
T003M1005392	92003M	IMPERIAL COUNTY OFFICE OF EDUC	EL CENTRO	157,998
T003M2000392	92003M	SANTA ANA UIFIED SCHOOL DISTRIC	SANTA ANA	175,000
T003M2000492	92003M	LA HABRA CITY SCHOOL DISTRICT	LA HABRA	150,000
T003M2000592	92003M	CUTLER-ORISI UNIFIED SCHOOL DIS	OROSI	130,000
T003M2002092	92003M	SADDLEBACK VAL UNIFIED SCHL DI	MISSION VIEJO	100,000
T003M2002292	92003M	SAN JOSE UNIFIED SCHOOL DISTRIC	SAN JOSE	150,000
T003M2002392	92003M	ARVIN UNION SCHOOL DISTRICT	ARVIN	225,000
T003M2002592	92003M	LOST HILLS UNION SCHOOL DISTRIC	LOST HILLS	80,000
T003M2003192	92003M	VISTA UNIFIED SCHOOL DISTRICT	VISTA	200,000
T003M2005592	92003M	LAWNDALE SCHOOL DISTRICT	LAWNDALE	175,000
T003M2006292	92003M	WESTERN PLACER UNI SCHL DISTRI	LINCOLN	174,596
T003M2006992	92003M	PASO ROBLES UNION SCHOOL DIST	PASO ROBLES	100,000
T003M2007292	92003M	MOUNTAIN VIEW-LOS ALTOS UNION	MOUNTAIN VIEW	110,000
T003M2007692	92003M	WATERFORD SCHOOL DISTRICT	WATERFORD	250,000
T003M2007992	92003M	ROSELAND SCHOOL DISTRICT	SANTA ROSA	10,000
T003M2008692	92003M	CALEXICO UNIFIED SCHOOL DISTRI	CALEXICO	185,000

Table 9. FY92 Grants for Special Alternative Instructional Programs (Recent Arrival Priority) in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003N1000292	92003N	FULLERTON JOINT UNION HIGH SCH	FULLERTON	157,634
T003N1001192	92003N	OAK GROVE ELEMENTARY SCHOOL	SAN JOSE	158,000
T003N1001792	92003N	ALAMEDA UNIFIED SCHOOL DISTRIC	ALAMEDA	157,976
T003N1003992	92003N	VISALIA UNIFIED SCHOOL DISTRICT	VISALIA	158,000
T003N1004392	92003N	SUNNYVALE SCHOOL DISTRICT	SUNNYVALE	158,000
T003N2000992	92003N	CAJON VALLEY UNION SCHL DISTRI	EL CAJON	145,000
T003N2001192	92003N	MT. DIABLO UNIFIED SCHOOL DIST	CONCORD	175,000
T003N2002092	92003N	SAN JOSE UNIFIED SCHOOL DISTRIC	SAN JOSE	150,000
T003N2002392	92003N	OCEAN VIEW SCHOOL DISTRICT	HUNTINGTON BEACH	125,000
T003N2002492	92003N	BUENA PARK SCHOOL DISTRICT	BUENA PARK	125,000
T003N2003192	92003N	LOS ANGELES UNIFIED SCHL DIST	VAN NUYS	165,000
T003N2005092	92003N	PLACENTIA-YORBA LINDA UNI SCHL	PLACENTIA	185,000
T003N2005392	92003N	HUNTINGTON BEACH UNION H.S. DI	HUNTINGTON BEACH	160,000

Table 10. FY92 Grants for State Educational Agency Program in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003Q0000192	92003Q	CALIFORNIA STATE DEPT OF ED	SACRAMENTO	1,631,642

Table 11. FY92 Grants for Educational Personnel Training Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003R0001092	92003R	SAN JOSE STATE UNIVESITY FDN	SAN JOSE	116,462
T003R0003292	92003R	CALIFORNIA ST UNIVERSITY/CARSO	CARSON	158,880
T003R0005192	92003R	SAN JOSE STATE UNIVERSITY	SAN JOSE	185,942
T003R0008792	92003R	SAN DIEGO STATE UNIVERSITY FDN	SAN DIEGO	218,857
T003R1008092	92003R	CALIFORNIA LUTHERAN UNIVERSITY	THOSAND OAKS	139,035
T003R1011992	92003R	CALIFORNIA STATE UNIV.-STANISLA	TURLOCK	179,554
T003R1012692	92003R	UNIVERSITY OF SAN FRANISCO	SAN FRANCISCO	206,168
T003R1013392	92003R	CALIFORNIA ST. LOS ANGELES UNIV	LOS ANGELES	210,833
T003R1014792	92003R	CALIF. ST. UNIV.-SAN BERNARDINO	SAN BERNARDINO	205,248
T003R2000392	92003R	CA STATE UNIV, DOMINGUEZ HILL F	CARSON	161,319
T003R2002892	92003R	CALIFORNIA STATE UNIV, CHICO	CHICO	226,902
T003R2004492	92003R	CALIFORNIA STATE UNIV, LA	LOS ANGELES	193,140
T003R2014092	92003R	SONOMA STATE UNIV, ACADEMIC F	ROHNERT PARK	145,287

Table 12. FY92 Grants for Training, Development & Improvement Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003S2000692	92003S	SAN DIEGO UNIV FDN	SAN DIEGO	282,895

Table 13. FY92 Grants for Fellowship Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003T0000592	92003T	STANFORD UNIVERSITY	STANFORD	252,432
T003T0000992	92003T	UNIV OF SOUTHERN CALIFORNIA	LOS ANGELES	295,760
T003T0002992	92003T	UNIVERSITY OF SAN FRANCISCO	SAN FRANCISCO	65,080
T003T0004092	92003T	UNIV. OF THE PACIFIC/STOCKTON	STOCKTON	106,861
T003T1000592	92003T	SAN DIEGO STATE UNIVERSITY	SAN DIEGO	129,537

Table 14. FY92 Grants for Short Term Training Programs in CA

AWARD NUMBER	CFDA	RECIPIENT	CITY	OBLIGATED FUND
T003V0000892	92003V	OFFICE OF THE CO. SUPT OF SCHO	SANTA BARABARA	76,892
T003V1002092	92003V	SACRAMENTO COUNTY OFFICE OF	SACRAMENTO	142,040
T003V1002792	92003V	QUALITY EDUCATION PROJECT	CORONA	91,677
T003V1006292	92003V	CALIFORNIA STATE UNNV/LONG BEA	LONG BEACH	100,119
T003V1009192	92003V	STANISLAUS COUNTY DEPT OF EDU	MODESTO	98,513
T003V1010292	92003V	TEHAMA COUNTY DEPT OF EDUCATI	RED BLUFF	103,925
T003V2001392	92003V	SAN DIEGO UNIFIED SCHOOL DISTRI	SAN DIEGO	68,447
T003V2003692	92003V	ORANGE COUNTY SUPT OF SCHOOL	COSTA MESA	105,028
T003V2004492	92003V	FULLERTON JOINT UNION HIGH SCH	FULLERTON	97,005
T003V2006192	92003V	CHAFFEY JOINT UNION HIGH SCH DI	ONTARIO	108,729
T003V2008592	92003V	MERCED COUNTY OFFICE OF EDUC	MERCED	81,168
T003V2008792	92003V	NAPA VALLEY UNIFIED SCHOOL DIS	NAPA	82,312

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Title VII Projects Within MRC Region #13

Short Turnaround Report, No. 3

Prepared by:

Development Associates, Inc.
1730 North Lynn Street
Arlington, Virginia 22209-2023
(703) 276-0677
(Contract # T292001001)

Submitted:

April 29, 1993

Title VII Projects Within MRC Region #13

This report provides data on Title VII funded projects within MRC Region #13 (Los Angeles and Orange Counties) in Fiscal Year 1992. The information in this report was developed based on the town/city locations of the grantees, which were compared with town names of the two counties. It is believed that this is an accurate listing, assuming that the city information for the projects is correct.

Table 1 shows the number of Title VII grants awarded in FY92 by program type. There were a total of 111 projects in MRC Region #13 (103 Part A projects and 8 Part C projects). Transitional Bilingual Education projects represent the largest number of grants (40 projects), Special Alternative Instructional projects were the next most frequent (27 projects). Tables 2 - 12 list the Title VII funded projects in MRC Region #13 by program type. Information included in the tables are award number, recipient name and city.

This report was produced based on a request from OBEMLA (Tim D'Emilio), received on April 29, 1993.

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Table 1
Summary of FY92 Grants in Los Angeles and Orange Counties, CA

Program Type	CFDA	Number of Grants
Part A		
Transitional Bilingual Education Program	92003A	40
Developmental Bilingual Education Program	92003C	5
Special Alternative Instructional Program	92003E	27
Academic Excellence Program	92003G	4
Family English Literacy Program	92003J	7
Special Populations Program	92003L	7
Transitional Bilingual Education Program*	92003M	7
Special Alternative Instructional Program*	92003N	6
Part A Subtotal		**103**
Part C		
Educational Personnel Training Program	92003R	4
Fellowship Program	92003T	1
Short-Term Training Program	92003V	3
Part C Subtotal		**8**
Part A & Part C Total		**111**

* Recent Arrivals Priority

Table 2
Transitional Bilingual Education Programs in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003A00008	WEST COVINA UNIFIED SCHOOL DIST	WEST COVINA
2	T003A00134	BALDWIN PARK UNIFIED SCHOOL DIST	BALDWIN PARK
3	T003A00153	CHARTER OAK UNIFIED SCHOOL DIST	COVINA
4	T003A00161	LA HABRA CITY SCHOOL DISTRICT	LA HABRA
5	T003A00185	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES
6	T003A00194	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA
7	T003A00226	AZUSA UNIFIED SCHOOL DITRICT	AZUSA
8	T003A00232	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE
9	T003A00235	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES
10	T003A10030	LA HABRA CITY SCHOOL DISTRICT	LA HABRA
11	T003A10059	BASSETT UNIFIED SCHOOL DISTRICT	LA PUENTE
12	T003A10127	LAUSD ELEMENTARY DISTRICT 4	VAN NUYS
13	T003A10159	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES
14	T003A10263	BELLFLOWER UNIFIED SCHOOL DIST	BELLFLOWER
15	T003A10268	COVINA-VALLEY UNIFIED SCHOOL DIST	LOS ANGELES
16	T003A10301	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA
17	T003A20009	BASSETT UNIFIED SCHOOL DIST	LA PUENTE
18	T003A20066	MONROVIA UNIFIED SCHOOL DISTRICT	MONROVIA
19	T003A20098	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE
20	T003A20099	SANTA ANA UNFIED SCHOOL DISTRICT	SANTA ANA
21	T003A20226	WESTMINSTER SCHOOL DISTRICT	WESTMINSTER
22	T003A20278	BUENA PARK SCHOOL DISTRICT	BUENA PARK
23	T003A20280	COMPTON UNIFEID SCH DIST	COMPTON
24	T003A20370	CHARTER OAK UNIFIED SCHOOL DIST	COVINA
25	T003A50508	FULLERTON SCHOOL DISTRICT	FULLERTON
26	T003A80074	HAWTHORNE SCHOOL DISTRICT	HAWTHORNE
27	T003A80080	MOUNTAIN VIEW SCHOOL DISTRICT	EL MONTE
28	T003A80099	CULVER CITY UNIFIED SCHOOL DIST.	CULVER CITY
29	T003A80159	OCEAN VIEW SCHOOL DISTRICT	HUNTINGTON BEACH
30	T003A80212	ROWLAND UNIFIED SCHOOL DISTRICT	ROWLAND HEIGHTS
31	T003A80229	TORRANCE UNIFIED SCHOOL DISTRICT	TORRANCE
32	T003A80249	GARVEY SCHOOL DISTRICT	ROSEMEAD
33	T003A80289	NEWPORT-MESA UNIFIED SCHOOL DIST	NEWPORT BEACH
34	T003A80297	MONTEBELLO UNIFIED SCHOOL DIST	MONTEBELLO
35	T003A80343	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES
36	T003A80359	FOUNTAIN VALLEY SCHOOL DISTRICT	FOUNTAIN VALLEY
37	T003A90041	SABE/STUDENTS ACHIEVING IN	AZUSA
38	T003A90064	BUENA PARK SCHOOL DISTRICT	BUENA PARK
39	T003A90176	COVINA-VALLEY UNIIFIED SCH DIST	COVINA
40	T003A90281	ANAHEIM UNION HIGH SCHOOL DIST	ANAHEIM

Table 3
Development Bilingual Education Programs in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003C00019	SADDLEBACK VALLEY UNIFIED S. D.	MISSION VIEJO
2	T003C00044	CULVER CITY UNIFIED SCHOOL DIST.	CULVER CITY
3	T003C00096	LOS ANGELES UNIFIED SCHOOL DIST.	LOS ANGELES
4	T003C10029	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES
5	T003C20062	LOS ANGELES UNIFIED SCHOOL DIST	LOS ANGELES

Table 4
Special Alternative Instructional Programs in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003E00040	ANAHEIM UNION HIGH SCHL DIST	ANAHEIM
2	T003E00045	SADDLEBACK VALLEY UNFD SCHL DIST	MISSION VIEJO
3	T003E00059	NEWPORT-MESA UNIFIED SCHL DIST	NEWPORT BEACH
4	T003E00089	GLENDORA UNIFIED SCHOOL DISTRICT	GLENDORA
5	T003E00119	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE
6	T003E00137	LOS ANGELES UNIFIED SCHOOL DISTR	LOS ANGELES
7	T003E00182	BREA-OLINDA UNIFIED SCHOOL DIST.	BREA
8	T003E00189	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN
9	T003E10044	ALHAMBRA SCHOOL DISTRICT	ALHAMBRA
10	T003E20001	ORANGE UNIFIED SCHOOL DISTRICT	ORANGE
11	T003E20013	LITTLE LAKE CITY SCH DIST	SANTA FE SPRINGS
12	T003E20096	TEMPLE CITY UNIFIED SCHOOL DIST.	TEMPLE CITY
13	T003E20097	FULLERTON JNT UNION HIGH SCH DIST	FULLERTON
14	T003E20111	LOS ANGELES CTY OFF OF EDUC	DOWNEY
15	T003E20132	NORWALK-LAMIRADA UNIFIED SCH DIST	NORWALK
16	T003E20153	GLENDORA UNIFIED SCHOOL DISTRICT	GLENDORA
17	T003E90010	EAST WHITTIER CITY SCHOOL DIST.	WHITTIER
18	T003E90026	FULLERTON JOINT H.S. DISTRICT	FULLERTON
19	T003E90031	TUSTIN UNIFIED SCHOOL DISTRICT	TUSTIN
20	T003E90046	TORRENCE U. S. D./VICTOR SCHOOL	TORRENCE
21	T003E90055	SADDLEBACK VALLEY UNIFIED S. D.	MISSION VIEJO
22	T003E90071	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE
23	T003E90084	PLACENTIA UNIFIED SCHOOL DISTRICT	PLACENTIA
24	T003E90125	WHITTIER UNION HIGH SCHOOL DIST.	WHITTIER
25	T003E90135	GLENDALE UNIFIED SCHOOL DISTRICT	GLENDALE
26	T003E90138	ROWLAND UNIFIED SCHOOL DISTRICT	ROWLAND HEIGHTS
27	T003E90163	GLENDALE UNIFIED SCHOOL DISTRICT	GLENDALE

Table 5
Academic Excellence Programs in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003G00002	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE
2	T003G10002	FOUNTAIN VALLEY SCHOOL DISTRICT	FOUNTAIN VALLEY
3	T003G10008	LOS ANGELES UNIFIED SCH DISTRICT	LOS ANGELES
4	T003G20004	GLENDALE UNIFIED SCHOOL DISTRICT	GLENDALE

Table 6
Family English Literacy Programs in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003J00030	WHITTIER UNION HIGH SCHOOL DIST	WHITTIER
2	T003J10029	TORRANCE UNIFIED SCHOOL DISTIRCT	TORRANCE
3	T003J10053	SADDLEBACK VALLEY U. S. D.	MISSION VIEJO
4	T003J10075	NEWPORT-MESA UNIFIED SCHOOL DIST.	NEWPORT BEACH
5	T003J10116	FOUNTAIN VALLEY SCHOOL DISTRICT	FOUNTAIN VALLEY
6	T003J20005	ALHAMBRA SCHOOL DISTRICT	ALHAMBRA
7	T003J20075	LONG BEACH UNIFIED SCH DISTRICT	LONG BEACH

Table 7
Special Populations Programs in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003L00026	CENTRALIA SCHOOL DISTRICT	BUENA PARK
2	T003L00037	IRVINE UNIFIED SCHOOL DISTRICT	ORANGE
3	T003L00069	CULVER CITY UNIFIED SCHOOL DIST	CULVER CITY
4	T003L10004	FOUNTAIN VALLEY SCHOOL DISTRICT	FOUNTAIN VALLEY
5	T003L20024	LENNOX SCHOOL DISTRICT	LENNOX
6	T003L20066	COMPTON UNIFIED SCHOOL DISTRICT	COMPTON
7	T003L20070	IRVINE UNIFIED SCHOOL DISTRICT	IRVINE

Table 8
Transitional Bilingual Education Programs* in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003M10009	NEWPORT-MESA UNIFIED SCHOOL DIST	NEWPORT BEACH
2	T003M10022	WHITTIER UNION HIGH SCHOOL DIST	WHITTIER
3	T003M10047	SANTA ANA UNIFIED SCHOOL DISTRICT	SANTA ANA
4	T003M20003	SANTA ANA UIFIED SCHOOL DISTRICT	SANTA ANA
5	T003M20004	LA HABRA CITY SCHOOL DISTRICT	LA HABRA
6	T003M20020	SADDLEBACK VAL UNIFIED SCHL DIST	MISSION VIEJO
7	T003M20055	LAWNDALE SCHOOL DISTRICT	LAWNDALE

*Recent Arrivals Priority

Table 9
Special Alternatives Instructional Programs* in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003N10002	FULLERTON JOINT UNION HIGH SCH D.	FULLERTON
2	T003N20023	OCEAN VIEW SCHOOL DISTRICT	HUNTINGTON BEACH
3	T003N20024	BUENA PARK SCHOOL DISTRICT	BUENA PARK
4	T003N20031	LOS ANGELES UNIFIED SCHL DIST	VAN NUYS
5	T003N20050	PLACENTIA-YORBA LINDA UNI SCHL	PLACENTIA
6	T003N20053	HUNTINGTON BEACH UNION H.S. DIST	HUNTINGTON BEACH

*Recent Arrivals Priority

Table 10
Educational Personnel Training Programs in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003R00032	CALIFORNIA ST UNIVERSITY/CARSON	CARSON
2	T003R10133	CALIFORNIA ST. LOS ANGELES UNIV.	LOS ANGELES
3	T003R20003	CA STATE UNIV, DOMINGUEZ HILL FDN	CARSON
4	T003R20044	CALIFORNIA STATE UNIV, LA	LOS ANGELES

Table 11
Fellowship Programs in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003T00009	UNIV OF SOUTHERN CALIFORNIA	LOS ANGELES

Table 12
Short-Term Training Programs in Los Angeles and Orange Counties, CA

	Award Number	Recipient	City
1	T003V10062	CALIFORNIA STATE UNNV/LONG BEACH	LONG BEACH
2	T003V20036	ORANGE COUNTY SUPT OF SCHOOLS	COSTA MESA
3	T003V20044	FULLERTON JOINT UNION HIGH SCH D	FULLERTON

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Special Issues Analysis Center

Overview of FY91 Part A and Part C Title VII Grant Applications

Short Turnaround Report, No. 4

Prepared by:

Development Associates, Inc.
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(Contract # T292001001)

Submitted:

June 4, 1993

Overview of FY91 Part A and Part C Title VII Grant Applications

This report reviews Fiscal Year 1991 Title VII grant applications for Part A and Part C programs (Part B programs are not included in this overview). In FY91, a total of 2031 Part A and Part C applications were received by the Department of Education. Of these, 1615 were applications for Part A programs and 416 were applications for Part C programs. There were 1233 new grant applications and 798 continuing grant applications. The data in this report are presented separately for new and continuing applications.

Figure 1 presents the funding status of new Part A and Part C grant applications. About 59% of all Part A applications and 66% of all Part C applications were new applications. The majority of new Part A and Part C applications in FY91 were not funded -- 79% of Part A and 76% of Part C.

Figure 2 presents the number of FY91 new grant applications by program type and funding status. Among new Part A applications, Transitional Bilingual Education Programs received the largest number of applications (96 funded, 253 nonfunded), followed by Family English Literacy Programs (21 funded, 135 nonfunded). Among new Part C applications, Educational Personnel Training Programs received the largest number of applications (33 funded, 119 nonfunded).

Figure 3 shows the funding status of Part A and Part C continuing grant applications. There were 658 continuing Part A applications and 140 continuing Part C applications. The majority of continuing Part A and Part C grant applications were funded -- 97% of Part A and 84% of Part C.

The number of FY91 applications for Part A and Part C continuing grants by funding status is presented in Figure 4. Among continuing Part A applications, Transitional Bilingual Education Programs received the largest number of applications (393 funded, 13 nonfunded), followed by Special Alternative Instructional Programs (168 funded, 3 nonfunded). Among continuing Part C applications, Educational Personnel Training Programs received the largest number of applications (72 funded, 6 nonfunded). It should be noted that there were no FY91 Title VII applications for Part A continuing grants in the following categories: Developmental Bilingual Education programs (Magnet School Priority), Special Alternative Instructional programs (Magnet School Priority), Transitional Bilingual Education programs (Recent Arrival Priority), and Special Alternative Instructional program (Recent Arrival Priority).

The amount of total obligated funds for new Part A and Part C only grants is displayed in Figure 5. About $32.5 million was awarded to new Part A programs. Of the new Part A programs, Transitional Bilingual Education Programs received the largest amounts of funding ($16 million), followed by Special Alternative Instructional Programs ($4.6 million) and Family English Literacy Programs ($2.9 million). Special Alternative Instructional Programs received the smallest amount of funding ($0.4 million). On the other hand, $8.9 million was awarded to new Part C programs. Of these, Educational Personnel Training Programs received the largest amount of funding ($5.7 million), followed by Short-Term

Programs received the largest amount of funding ($5.7 million), followed by Short-Term Training Programs ($2.3 million) and Bilingual Education Fellowship programs ($0.8 million).

Figure 6 presents the amount of total obligated funds for continuing Part A and Part C grants. Compared to the funding awarded to new Part A programs, continuing Part A programs received more than twice the funding ($87.7 million) given to the new Part A programs. Among continuing Part A programs, Transitional Bilingual Programs received the largest amount of funding ($58.4 million), followed by Special Alternative Instructional Programs ($17 million) and Special Population Programs ($5.1 million). Likewise, continuing Part C programs ($16.3 million) received about as twice as new Part C programs. Of the continuing Part C programs, the Educational Personnel Training program received the largest amount of funding ($11.8 million), followed by Bilingual Education Fellowship Programs ($2.8 million) and Short-Term Training Programs ($1.3 million).

Figure 7 presents the funding amounts for all Part A and Part C Programs. Part A programs received $120 million in FY91, while Part C programs received $25 million. As found earlier, Transitional Bilingual Education Programs received the largest amount of funding ($74.4 million), followed by Special Alternative Instructional Programs ($21.6 million) and Educational Training Programs ($17.5 million).

Figure 8 shows the mean grant award amount for each Part A and Part C program. The mean grant amount for Part A programs was $142,337, while the mean grant amount for Part C programs was $138,221. The highest average amount of obligated funds ($192,687) was found for awards within the Developmental Bilingual Education programs (Magnet Schools Priority), while the lowest average amount of obligated funds ($91,312) was found within the Training, Development and Improvement Programs.

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Figure 1

FY91 Title VII Applications for New Grants

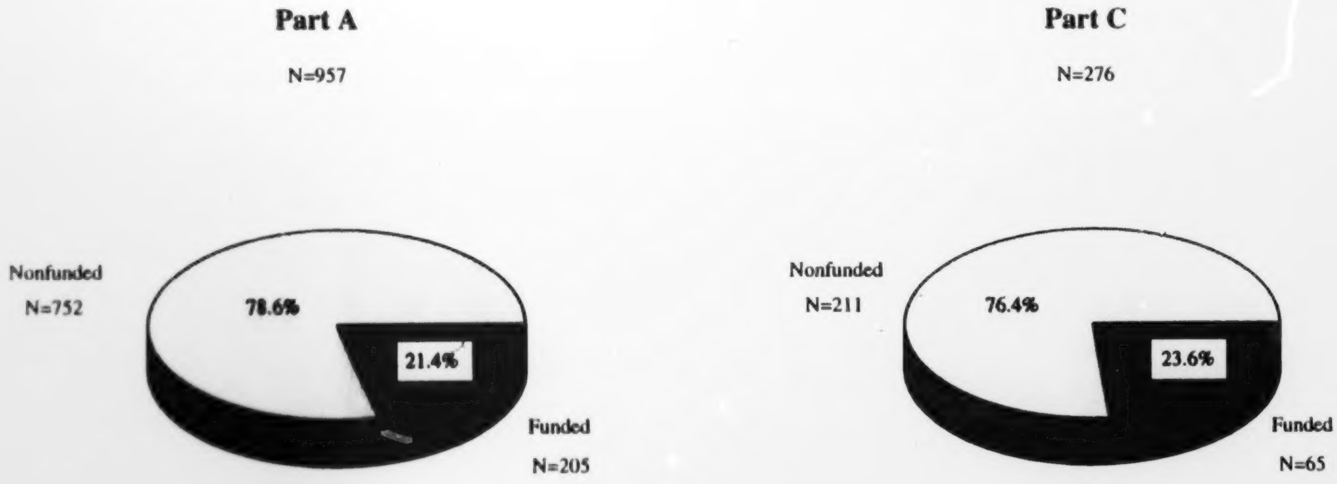


Figure 2

Number of FY91 Title VII Applications for New Grants by Program Type and Funding Status

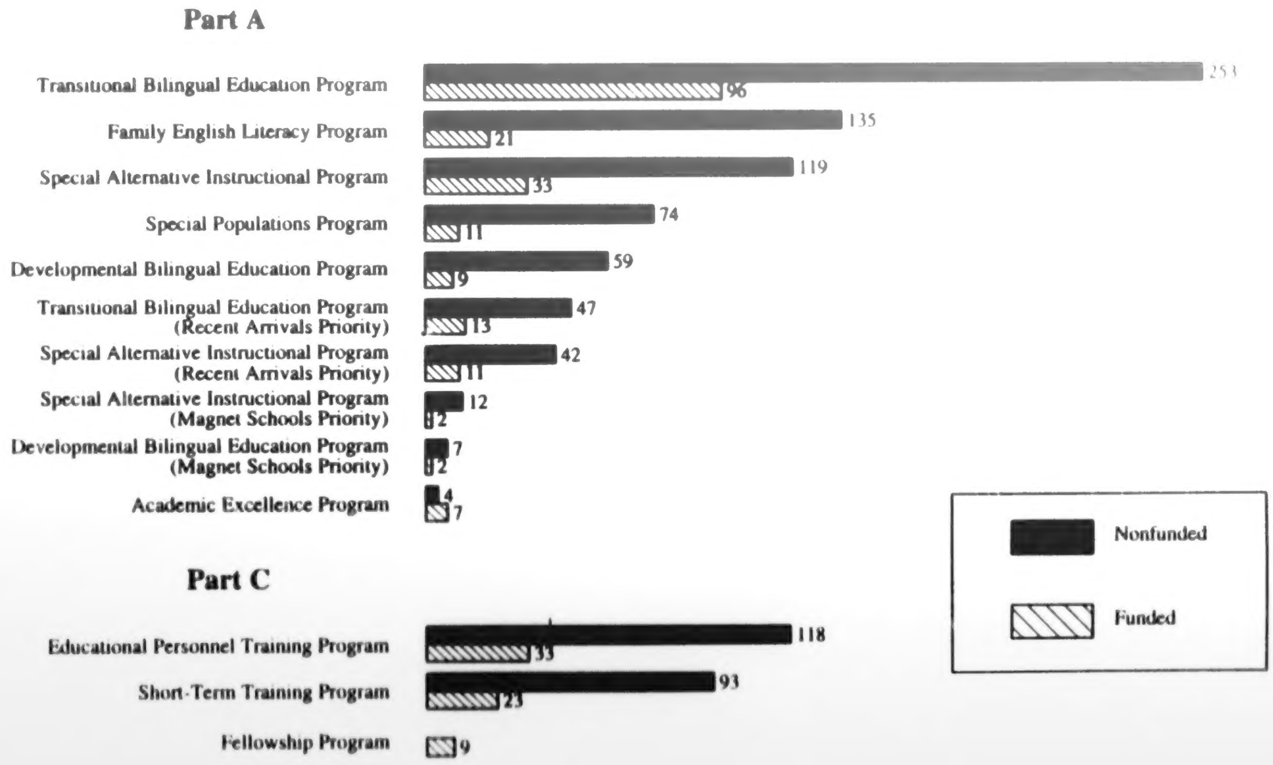


Figure 3

FY91 Title VII Applications for Continuing Grants

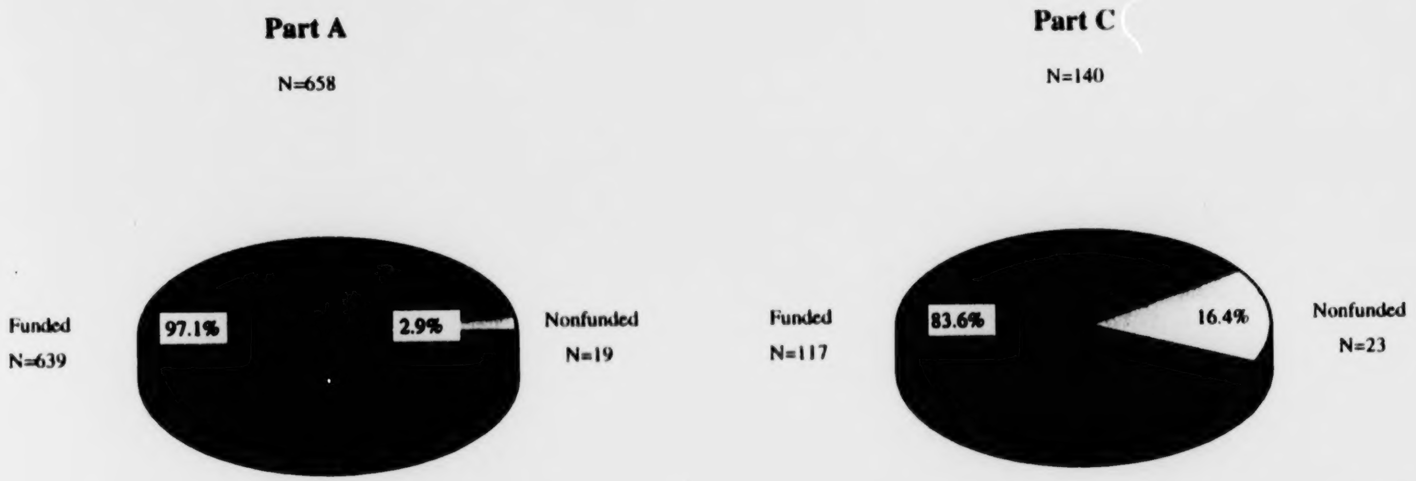
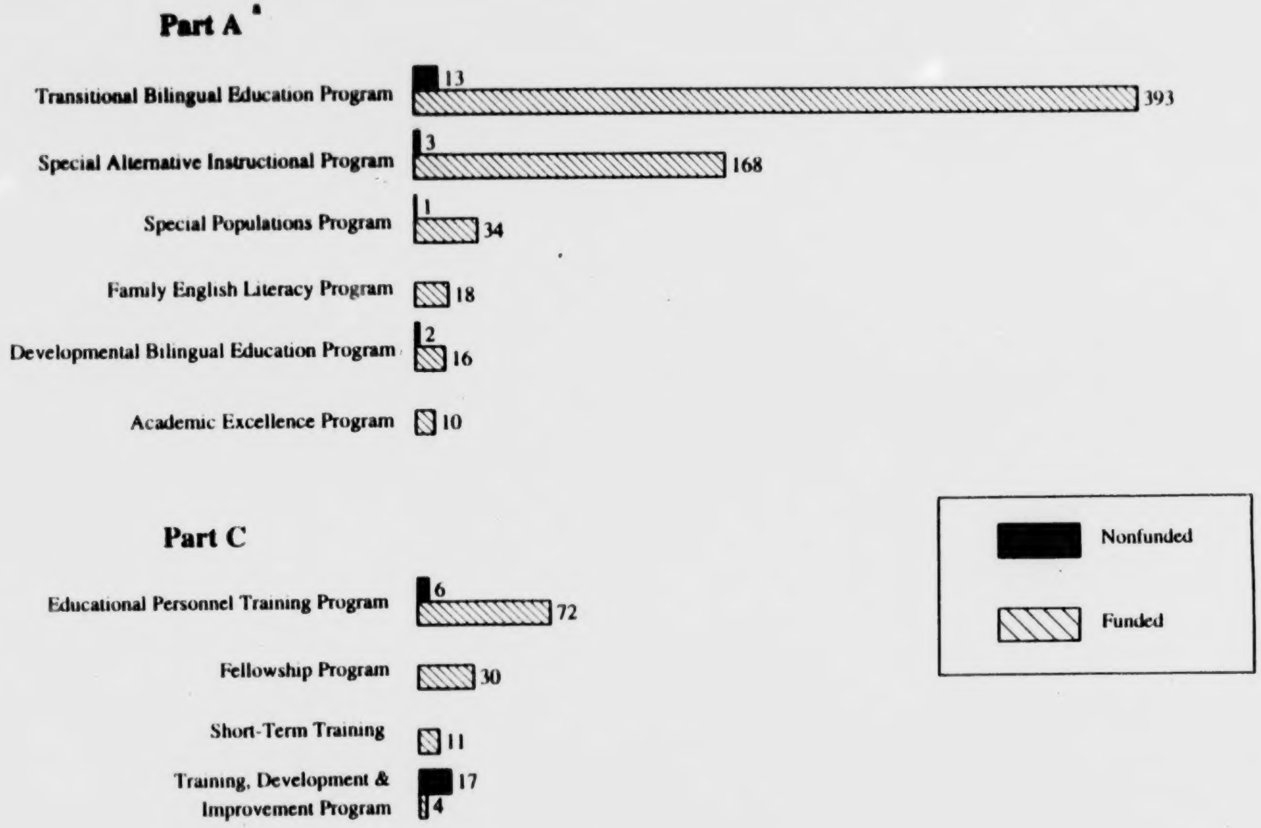


Figure 4

Number of FY91 Title VII Applications for Continuing Grants by Program Type and Funding Status



[a] There were no FY91 Title VII applications for Part A continuing grants in the following categories: Developmental Bilingual Education Program (Magnet School Priority), Special Alternative Instructional Program (Magnet School Priority), Transitional Bilingual Education Program (Recent Arrival Priority), and Special Alternative Instructional Program (Recent Arrival Priority).

Figure 5

Total Obligated Funds for New FY91 Title VII Grants by Program Type

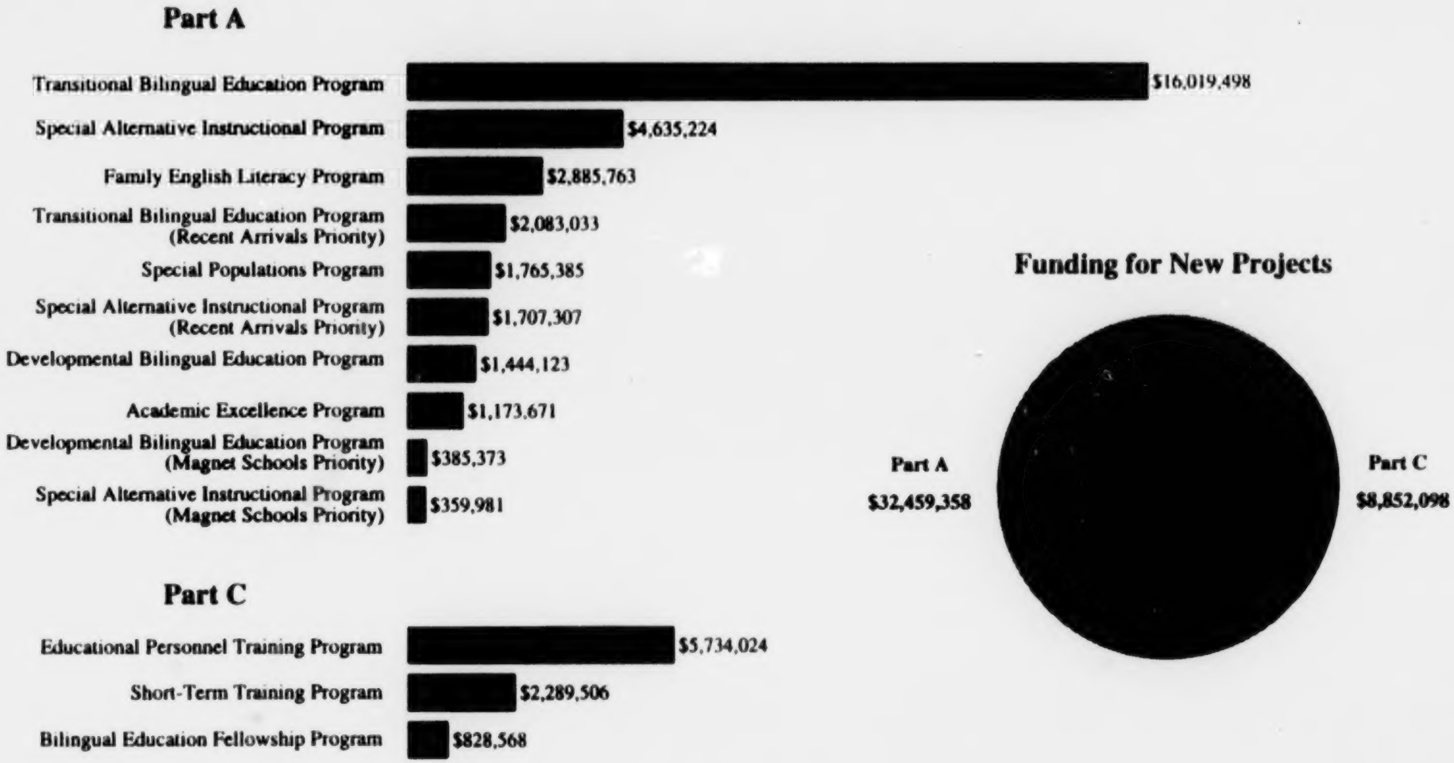
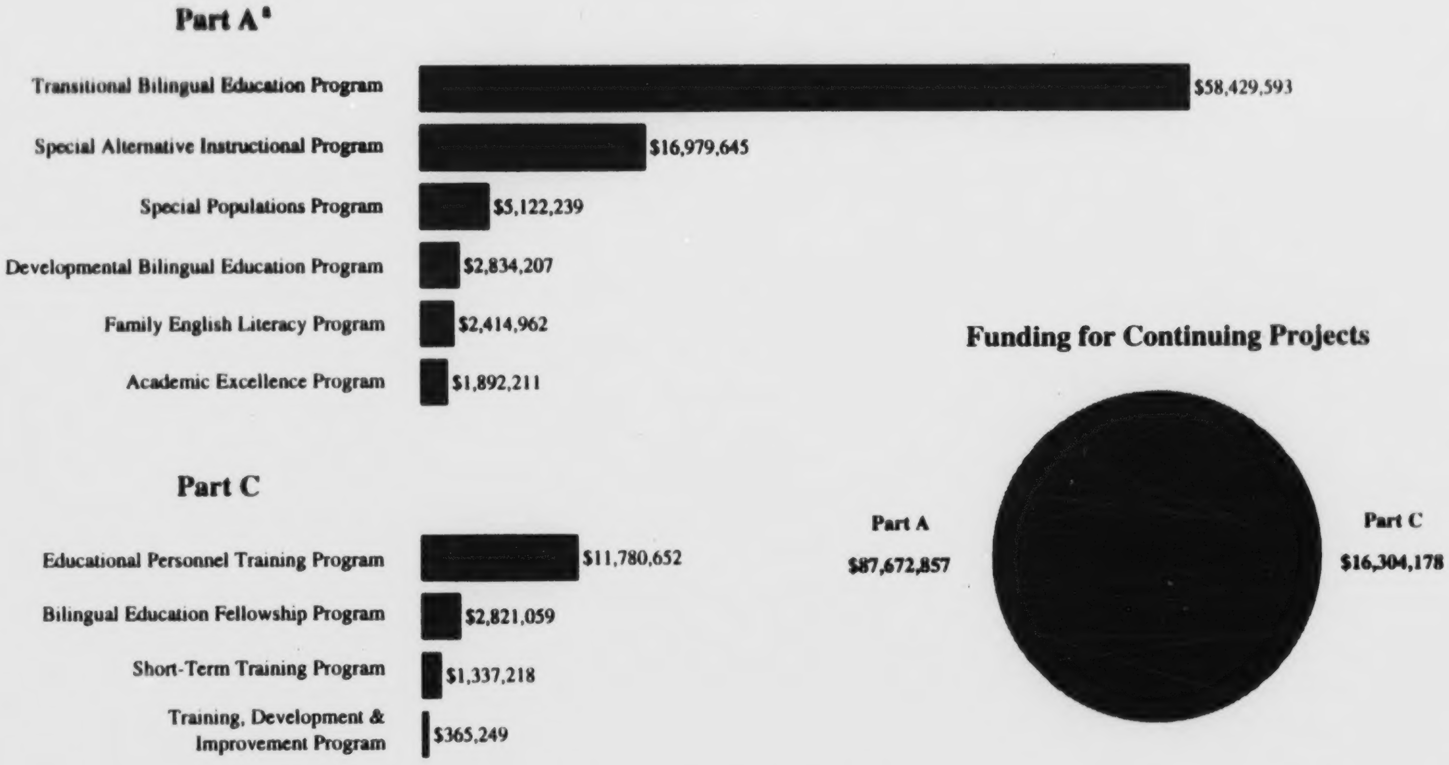


Figure 6

Total Obligated Funds for Continuing FY91 Title VII Grants by Program Type



[a] There were no FY91 Title VII applications for Part A continuing grants in the following categories: Developmental Bilingual Education Program (Magnet School Priority), Special Alternative Instructional Program (Magnet School Priority), Transitional Bilingual Education Program (Recent Arrival Priority), and Special Alternative Instructional Program (Recent Arrival Priority).

Figure 7

Total Obligated Funds for FY91 Title VII Grants by Program Type

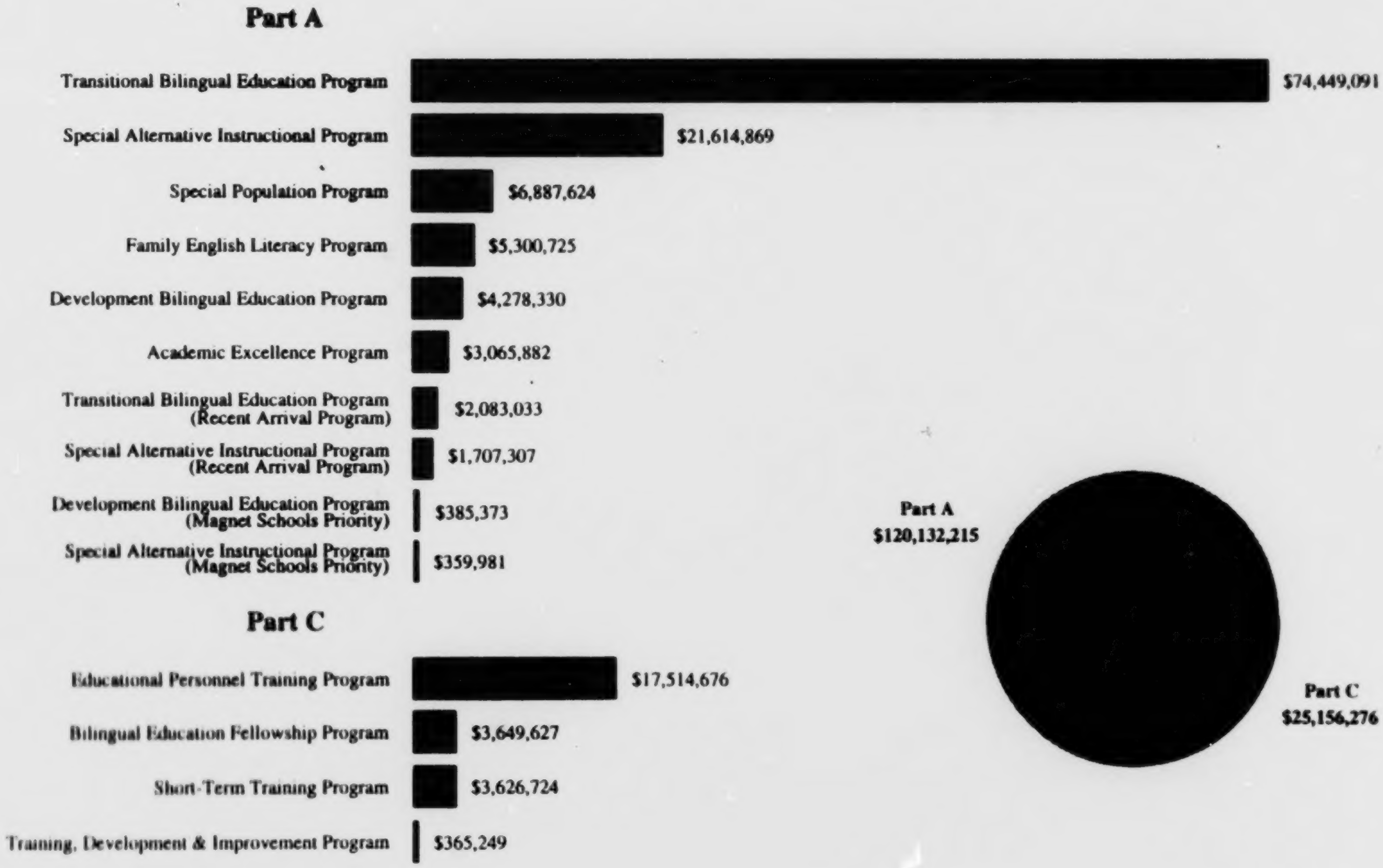
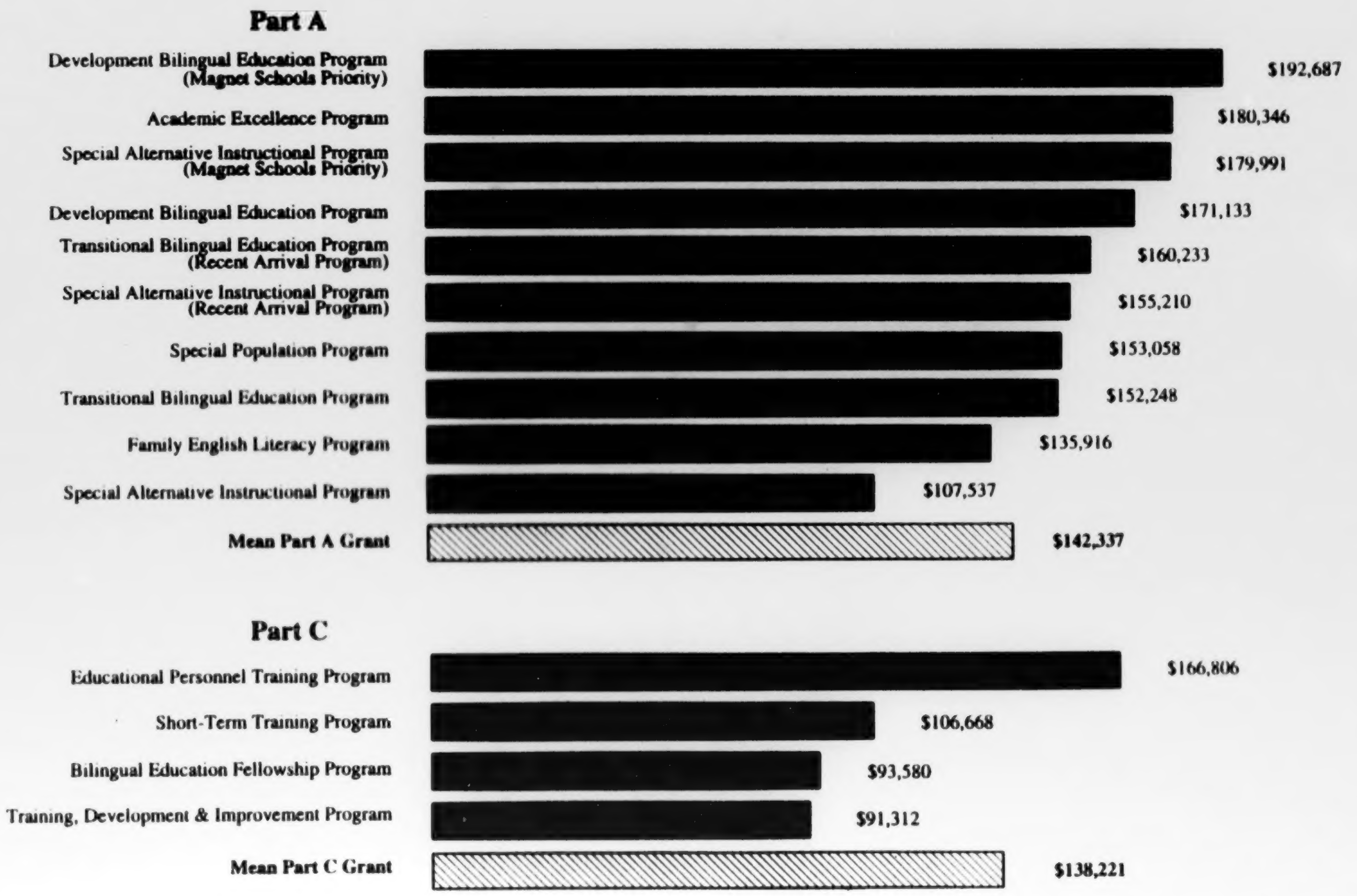


Figure 8

Mean Grant Amount for FY91 Title VII Grants by Program Type



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Number of LEP Students Receiving Instruction in their Native Language

Short Turnaround Report, No. 5

Prepared by:

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(Contract # T292001001)

Submitted:

September 9, 1993

Number of LEP Students Receiving Instruction in Native Language

This report provides information on the number of LEP students in each grade receiving instruction involving use of their native language. The data come from LEP Descriptive Study, conducted by Development Associates. The figures in the report are weighted to be nationally representative.

TABLE 1

Number of LEP Students Receiving Instruction Involving "Significant" Native Language Use*

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	132,929	43.1%
1st grade	130,978	43.4
2nd grade	108,594	42.0
3rd grade	98,696	44.2
4th grade	77,329	39.0
5th grade	66,919	37.2
6th grade	51,571	34.7
7th grade	38,004	28.5
8th grade	34,139	27.9
9th grade	36,906	25.7
10th grade	28,345	23.0
11th grade	18,094	20.7
12th grade	12,599	19.7
Ungraded	5,169	35.4
All grades	840,272	36.4%

* "Significant native language use" refers to instructional services in which there was 50 percent or more use of the native language for at least one academic content area (excluding native language arts instruction) or there was an average of 25 percent or greater use of the native language for mathmatics, science, and social studies combined.

The number of respondents to the item was 1,622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

Table 2 presents data on LEP students receiving instruction involving "some native language use". The definition of "some native language use" is provided in the footnote to the table. Approximately 21 percent of LEP students received instruction involving some native language use. The table shows that the first grade had the largest number of LEP students receiving instruction involving some native language use, whereas the 10th grade represented the largest proportion (25.1 percent).

TABLE 2

Number of LEP Students Receiving Instruction Involving "Some" Native Language Use*

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	55,204	17.9%
1st grade	59,106	19.6
2nd grade	51,822	20.0
3rd grade	42,350	18.9
4th grade	40,935	20.7
5th grade	36,824	20.5
6th grade	35,221	23.7
7th grade	30,286	22.7
8th grade	27,670	22.6
9th grade	33,449	23.3
10th grade	30,890	25.1
11th grade	21,001	24.0
12th grade	12,981	20.3
Ungraded	2,134	14.6
All grades	479,873	20.8%

* "Some native language use" refers to instructional services in which there was native language used for instruction or to support instruction where the level of native language use was greater than 2 percent but did not qualify as "significant" native language use.

The number of respondents to the item was 1,622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

Table 3 combines the results from Table 1 and Table 2. It shows the numbers and percentages of LEP students receiving at least "some" instruction involving the use of native language. The definition of "at least some language use" is provided in the footnote to the table. Overall, approximately 57 percent of LEP students received instruction involving at least some native language use. LEP students in grades K-3 were those most likely to receive such instruction.

TABLE 3

Number of LEP Students Receiving Instruction Involving At Least "Some" Native Language Use*

(School Mail Survey)

Grade Levels	Number of LEP Students	Percentage of LEP Students
Kindergarden	188,133	61.0%
1st grade	190,084	63.0
2nd grade	160,416	62.0
3rd grade	141,046	63.1
4th grade	118,264	59.7
5th grade	103,743	57.7
6th grade	86,792	58.4
7th grade	68,290	51.2
8th grade	61,809	50.5
9th grade	70,355	49.0
10th grade	59,235	48.1
11th grade	39,095	44.7
12th grade	25,580	40.0
Ungraded	7,303	50.0
All grades	1,320,145	57.2%

* "At least some native language use" refers to instructional services in which there was native language used for instruction or to support instruction where the level of native language use was greater than 2 percent.

The number of respondents to the item was 1,622; this was 88.4% of those who responded to the survey. The results are weighted to be nationally representative.

SIAC
Special Issues Analysis Center

Number of Districts and Students Eligible for the Emergency Immigrant Education Program under Various Eligibility Assumptions

Short Turnaround Report, No. 6

Prepared by:

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(Contract # T292001001)

Submitted:

July 1, 1993

Number of Districts and Students Eligible for the Emergency Immigrant Education Program under Various Eligibility Assumptions

This report provides information on immigrant students (those who have arrived in the U.S. in the past three years). The report is intended to provide estimates for the Emergency Immigrant Education Program. The estimates are based on the District and School Mail Questionnaires from the LEP Descriptive Study conducted by Development Associates. The data are based on samples of districts and schools and involve estimates of the number of eligible LEP students by district and school staff. The reliability and validity of the estimates thus are unknown, and care should be taken in using the estimates.

2 Table 1 shows the number of districts eligible for the Emergency Immigrant Education Program based on specified minimum percentages of immigrant students of total enrollment and minimum numbers of immigrant students. Estimates at the 3 percent level yielded the greatest number of districts, whereas estimates at the 5 percent level yielded the smallest number of districts.

TABLE 1

NUMBER OF DISTRICTS WITH . . .

At Least _______ Immigrant Students	OR In Which Immigrants Represent At Least _______% Of The Total Enrollment		
	3%	4%	5%
500	1,268	914	762
750	1,242	884	716
1,000	1,232	871	697

Source: LEP Descriptive Study
District Mail Questionnaire

Table 2 presents the estimates on the number of immigrant students eligible under the criteria shown in Table 1. Estimates at the 3 percent level yielded the largest number of immigrant students, whereas estimates at the 5 percent yielded the smallest number of immigrant students.

TABLE 2

NUMBER OF IMMIGRANT STUDENTS IN DISTRICTS WITH . . .

At Least ______ Immigrant Students	**OR In Which Immigrants Represent At Least ______% Of The Total Enrollment**		
	3%	**4%**	**5%**
500	742,632	708,691	690,542
750	726,778	690,793	662,634
1,000	718,462	678,974	645,349

Source: LEP Descriptive Study
District Mail Questionnaire

[9] Table 3 describes districts eligible for the Emergency Immigrant Education Program under three additional sets of criteria. The estimates indicate that criteria involving numbers of immigrant students result in larger districts being eligible than criteria involving percentages of immigrant students.

TABLE 3

Description of Eligible Districts Under Three Sets of Criteria

	At Least 400 Immigrant Students	At Least 1,000 Immigrant Students OR Immigrants at Least 10 Percent of Total District Enrollment	Immigrants at Least 8 Percent of Total District Enrollment
Number of districts eligible	375	381	363
Total immigrant students eligible	663,578	565,386	390,675
Average total district enrollment	31,275	19,492	8,206
Average LEP student enrollment	4,523	3,602	2,367
Percentage of districts with ___ LEP students			
21 - 200	0.0%	34.6%	41.6%
201 - 3,440	74.9	44.9	46.3
3,441 and more	25.1	20.5	12.1
Total	100.0%	100.0%	100.0%
Percentage of districts with Title VII Grants in 1986-87 to 1990-91	58.0%	41.0%	35.0%

Source LEP Descriptive Study
District Mail Questionnaire

Table 4 describes LEP students in terms of place of birth and length of U.S. residence. More than a third of the LEP students were born in the United States. Of those who were born outside the United States, those who had lived in the county for 1 to 4 years represented another third of LEP students. The percentages of those who were born outside the United States but had lived in the country for either less than 1 year or more than 5 years were similar, 16 percent and 18 percent, respectively.

TABLE 4

PLACE OF BIRTH AND LENGTH OF RESIDENCE OF LEP STUDENTS

Birth/Residence	Percentage of LEP Students
Born in the United States	36.4%
Born elsewhere but lived in the United States at least 5 years	15.6
Born elsewhere but lived in the United States for 1-4 years	30.5
Born elsewhere but lived in the United States for less than 1 year	17.5
TOTAL	100.0%

Source LEP Descriptive Study
School Mail Questionnaire

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LEP Student Enrollment for 1991-92 by State and Grade Level

Short Turnaround Report, No. 7

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Submitted:

May 19, 1993

LEP Student Enrollment for 1991-92 by State and Grade Level

This report was developed in response to a request for data on the numbers of LEP students in grades 4 and 8, overall and by state. Since data on numbers of LEP students by grade level within states were not available, this report provides data on LEP students by state, and national estimates of number of LEP students within individual grade levels for the 1991-92 school year.

Table 1 provides preliminary information from the Draft FY92 SEA Annual Survey Report. It presents the total public and private school enrollment of K-12 students, the number of LEP students, and the percent of K-12 LEP enrollment by state. The national enrollment of LEP students represented 6.1 percent of the total public school enrollment. California had the highest percentage of public school LEP enrollment in the U.S.(21.1 percent), followed by New Mexico (20.8 percent) and Alaska (10.3 percent). The table also shows that the majority of the public school students in Northern Marianas (99 percent), American Samoa (90 percent), and Palau (82 percent) were LEP students.

The data for Table 2 come from the Descriptive Study of Services for Limited English Proficient Students, Volume 1 of the Final Report, 1993. The table presents the total enrollment and the percentage of LEP student enrollment by grade level. In the fourth grade, 197,211 LEP students were enrolled, representing 6.0 percent of all students enrolled in this grade level. In the eighth grade, 125,849 LEP students were enrolled, representing 4.2 percent of all students enrolled in this grade level. In addition, the two grades represented 8.6 percent and 5.5 percent, respectively, of all LEP students enrolled across grades K-12.

Table 1. Total K-12 Enrollment, Total K-12 LEP Enrollment, and Percent of K-12 LEP Enrollment by School Type and by State: School Year 1991-92

	Total K-12 Enrollment			Total K-12 LEP Enrollment			Percent K-12 LEP Enrollment		
State	Public	Non-Public	Total	Public	Non-Public	Total	Public	Non-Public	Total
Alabama	402,870	NA	402,870	1,671	NA	1,671	0.4	NA	0.4
Alaska	116,769	4,802	121,571	12,056	0	12,056	10.3	0.0	9.9
Arizona	683,041	34,311	717,352	67,398	8,543	75,941	9.9	24.9	10.6
Arkansas a/	--	--	--	--	--	--	--	--	--
California	5,107,145	544,817	5,651,962	1,078,705	NA	1,078,705	21.1	NA	19.1
Colorado	593,091	38,142	631,233	25,025	NA	25,025	4.2	NA	4.0
Connecticut	465,727	63,677	529,404	16,703	NA	16,703	3.6	NA	3.2
Delaware	102,196	22,812	125,008	1,929	157	2,086	1.9	0.7	1.7
District of Columbia	80,618	12,222	92,840	3,461	94	3,555	4.3	0.8	3.8
Florida	1,902,563	195,190	2,097,753	97,288	NA	97,288	5.1	NA	4.6
Georgia	1,177,382	71,642	1,249,024	7,817	138	7,955	0.7	0.2	0.6
Hawaii	174,249	32,922	207,171	10,335	98	10,433	5.9	0.3	5.0
Idaho	194,763	6,099	200,862	4,970	10	4,980	2.6	0.2	2.5
Illinois	1,848,166	315,247	2,163,413	87,178	NA	87,178	4.7	NA	4.0
Indiana	955,676	98,375	1,054,051	4,822	NA	4,822	0.5	NA	0.5
Iowa	491,451	45,865	537,316	4,266	151	4,417	0.9	0.3	0.8
Kansas	437,034	28,447	465,481	6,066	114	6,180	1.4	0.4	1.3
Kentucky	640,477	61,377	701,854	1,544	NA	1,544	0.2	NA	0.2
Louisiana	737,414	131,734	869,148	8,339	701	9,040	1.1	0.5	1.0
Maine	210,572	12,069	222,641	1,662	108	1,770	0.8	0.9	0.8
Maryland	720,671	105,659	826,330	12,101	479	12,580	1.7	0.5	1.5
Massachusetts	848,368	127,093	975,461	42,598	314	42,912	5.0	0.2	4.4
Michigan	1,677,073	170,157	1,847,230	36,720	NA	36,720	2.2	NA	2.0
Minnesota	766,784	80,653	847,437	15,769	NA	15,769	2.1	NA	1.9
Mississippi	500,183	42,262	542,445	1,748	1,310	3,058	0.3	3.1	0.6
Missouri	827,404	102,978	930,382	3,838	512	4,350	0.5	0.5	0.5
Montana	155,522	8,054	163,576	6,374	450	6,824	4.1	5.6	4.2
Nebraska	278,972	37,469	316,441	1,805	51	1,856	0.6	0.1	0.6
Nevada	211,810	9,817	221,627	10,664	71	10,735	5.0	0.7	4.8
New Hampshire	174,820	15,978	190,798	1,054	81	1,135	0.6	0.5	0.6

Table 1. Total K-12 Enrollment, Total K-12 LEP Enrollment, and Percent of K-12 LEP Enrollment by School Type and by State: School Year 1991-92

Draft 5/19/93 -- Preliminary Data

Draft 5/19/93 -- Preliminary Data

State	Total K-12 Enrollment			Total K-12 LEP Enrollment			Percent K-12 LEP Enrollment		
	Public	Non-Public	Total	Public	Non-Public	Total	Public	Non-Public	Total
New Jersey	1,098,386	199,126	1,297,512	45,204	2,311	47,515	4.1	1.2	3.7
New Mexico	308,867	27,393	336,260	64,307	NA	64,307	20.8	NA	19.1
New York	2,613,938	469,058	3,082,996	165,484	19,373	184,857	6.3	4.1	6.0
North Carolina	1,121,124	54,186	1,175,310	7,026	NA	7,026	0.6	NA	0.6
North Dakota	117,719	8,990	126,709	8,076	1,503	9,579	6.9	16.7	7.6
Ohio	1,779,238	226,265	2,005,503	10,596	576	11,172	0.6	0.3	0.6
Oklahoma	588,177	11,557	599,734	16,393	1,312	17,705	2.8	11.4	3.0
Oregon	498,614	30,806	529,420	12,605	NA	12,605	2.5	NA	2.4
Pennsylvania a/	--	--	--	--	--	--	--	--	--
Rhode Island	141,922	24,696	166,618	7,649	493	8,142	5.4	2.0	4.9
South Carolina	642,364	43,389	685,753	1,396	70	1,466	0.2	0.2	0.2
South Dakota	134,573	17,436	152,009	5,848	3,113	8,961	4.3	17.9	5.9
Tennessee	880,246	74,008	954,254	2,569	67	2,636	0.3	0.1	0.3
Texas	3,362,000	149,784	3,511,784	331,054	815	331,869	9.8	0.5	9.5
Utah	427,455	8,576	436,031	23,598	0	23,598	5.5	0.0	5.4
Vermont	97,137	2,924	100,061	550	30	580	0.6	1.0	0.6
Virginia a/	--	--	--	--	--	--	--	--	--
Washington	865,653	65,038	930,691	33,904	410	34,314	3.9	0.6	3.7
West Virginia a/	--	--	--	--	--	--	--	--	--
Wisconsin	814,671	145,327	959,998	14,676	483	15,159	1.8	0.3	1.6
Wyoming	99,734	980	100,714	1,705	291	1,996	1.7	29.7	2.0
Total U.S. and D.C.	38,074,629	3,979,409	42,054,038	2,326,546	44,229	2,370,775	6.1	1.1	5.6
American Samoa	12,178	1,502	13,680	10,964	824	11,788	90.0	54.9	86.2
Guam a/	--	--	--	--	--	--	--	--	--
Northern Marianas	6,637	1,929	8,566	6,571	1,736	8,307	99.0	90.0	97.0
Palau	2,653	791	3,444	2,175	648	2,823	82.0	81.9	82.0
Puerto Rico	642,392	46,505	688,897	32,119	2,500	34,619	5.0	5.4	5.0
Virgin Islands	22,368	0	22,368	2,400	0	2,400	10.7	--	10.7
Total U.S., D.C. and Territories	38,760,857	4,030,136	42,790,993	2,380,775	49,937	2,430,712	6.1	1.2	5.7

a/ Data not reported

Source Survey of States' Limited English Proficient Persons and Available Educational Services, School Year 1991-92. Calculations by Westat

TABLE 2

Number of LEP Students in Each Grade Level*

(District Mail Survey)

Grade Level	Number of LEP Students	Percentage of LEP Students in Grade Level	Total Students in U.S.	Percentage LEP of Total Students
Kindergarten	277,914	12.1%	3,305,619	8.4%
1st grade	279,257	12.1	3,554,274	7.9
2nd grade	246,979	10.7	3,359,193	7.4
3rd grade	221,936	9.6	3,333,285	6.7
4th grade	197,211	8.6	3,312,443	6.0
5th grade	177,412	7.7	3,268,381	5.4
6th grade	150,421	6.5	3,238,095	4.6
7th grade	134,907	5.9	3,180,120	4.2
8th grade	125,849	5.5	3,019,826	4.2
9th grade	159,208	6.9	3,310,290	4.8
10th grade	137,101	5.9	2,913,951	4.7
11th grade	103,337	4.5	2,642,554	3.9
12th grade	75,423	3.3	2,390,329	3.2
Ungraded	16,469	0.7	----	-----
Total	2,303,425	100.0%	42,000,343	5.5%

The number of respondents to the item was 735; this was 98.7% of those who responded to the survey. The results are weighted to be nationally representative.

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*Data are for the 1991-1992 year, and come from the Descriptive Study of Services for Limited English Proficient Students, Volume I of the Draft Final Report, 1993, Development Associates, Inc., Arlington, VA. These data are released with the approval of David Mogul, U.S. Department of Education.

SIAC
Special Issues Analysis Center

Overview of 1992 Part A and Part C Title VII Grant Applications

Short Turnaround Report, No. 8

Prepared by:

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Submitted:

July 22, 1993

Overview of FY92 Part A and Part C Title VII Grant Applications

This report reviews Fiscal Year 1992 Title VII grant applications for Part A and Part C programs (Part B programs are not included in this overview). In FY92, a total of 2190 Part A and Part C applications were received by the Department of Education. Of these, 1759 were applications for Part A programs and 431 were applications for Part C programs. There were 1275 new grant applications and 915 continuing grant applications. The data in this report are presented separately for new and continuing applications.

Figure 1 presents the funding status of new Part A and Part C grant applications. About 58% of all Part A applications and 60% of all Part C applications were new applications. The majority of new Part A and Part C applications in FY92 were not funded -- 69% of Part A and 77% of Part C.

Figure 2 presents the number of FY92 new grant applications by program type and funding status. Among new Part A applications, Transitional Bilingual Education Programs received the largest number of applications (107 funded, 269 nonfunded), followed by Family English Literacy Programs (24 funded, 95 nonfunded). Among new Part C applications, Educational Personnel Training Programs received the largest number of applications (33 funded, 117 nonfunded).

Figure 3 shows the funding status of Part A and Part C continuing grant applications. There were 744 continuing Part A applications and 171 continuing Part C applications. The majority of continuing Part A and Part C grant applications were funded -- 99% of Part A and 67% of Part C.

The number of FY92 applications for Part A and Part C continuing grants by funding status is presented in Figure 4. Among continuing Part A applications, Transitional Bilingual Education Programs received the largest number of applications (424 funded, 7 nonfunded), followed by Special Alternative Instructional Programs (190 funded, 2 nonfunded). Among continuing Part C applications, Educational Personnel Training Programs received the largest number of applications (55 funded, 50 nonfunded).

The amount of total obligated funds for new Part A and Part C only grants is displayed in Figure 5. About $47.2 million was awarded to new Part A programs. Of the new Part A programs, Transitional Bilingual Education Programs received the largest amount of funding ($16.5 million), followed by Special Alternative Instructional Programs ($12.2 million) and Transitional Bilingual Education Programs (Recent Arrivals Priority) ($5.6 million). Academic Excellence Programs received the smallest amount of funding ($0.6 million). On the other hand, $8.7 million was awarded to new Part C programs. Of these, Educational Personnel Training Programs received the largest amount of funding ($6.1 million), followed by Short-Term Training Programs ($1.6 million), Training, Development and Improvement Programs ($0.8 million), and Bilingual Education Fellowship programs ($0.2 million). It should be noted that there were no FY92 Title VII applications for Part A new grants in the following categories: Developmental Bilingual Education Program (Magnet Schools Priority) and Special Alternative Instructional Program (Magnet Schools Priority).

Figure 6 presents the amount of total obligated funds for continuing Part A and Part C grants. Compared to the funding awarded to new Part A programs, continuing Part A programs received more than twice the funding ($99.5 million) given to the new Part A programs. Among continuing Part A programs, Transitional Bilingual Education Programs received the largest amount of funding ($60.5 million), followed by Special Alternative Instructional Programs ($19.9 million) and Special Population Programs ($4.5 million). Continuing Part C programs ($16.2 million) received almost twice as much funding as new Part C programs. Of the continuing Part C programs, the Educational Personnel Training Programs received the largest amount of funding ($9.5 million), followed by Bilingual Education Fellowship Programs ($4.1 million) and Short-Term Training Programs ($2.5 million). There were no FY92 Title VII applications for Part C continuing grants in the category of Training, Development and Improvement Programs.

Figure 7 presents the funding amounts for all Part A and Part C Programs. Part A programs received $147 million in FY92, while Part C programs received $25 million. As found earlier, Transitional Bilingual Education Programs received the largest amount of funding ($77 million), followed by Special Alternative Instructional Programs ($32 million) and Educational Personnel Training Programs ($15.6 million).

Figure 8 shows the mean grant award amount for each Part A and Part C program. The mean grant amount for Part A programs was $161,846, while the mean grant amount for Part C programs was $156,023. The highest average amount of obligated funds ($192,687) was found for awards within the Developmental Bilingual Education programs (Magnet Schools Priority), while the lowest average amount of obligated funds ($97,706) was found within the Bilingual Education Fellowship Programs.

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Figure 1

FY92 Title VII Applications for New Grants

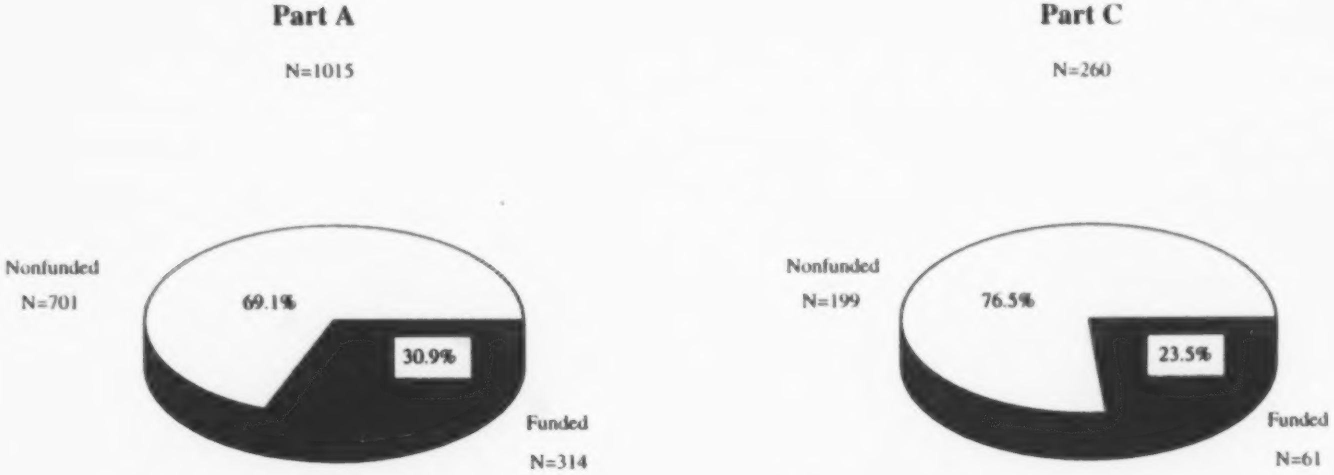
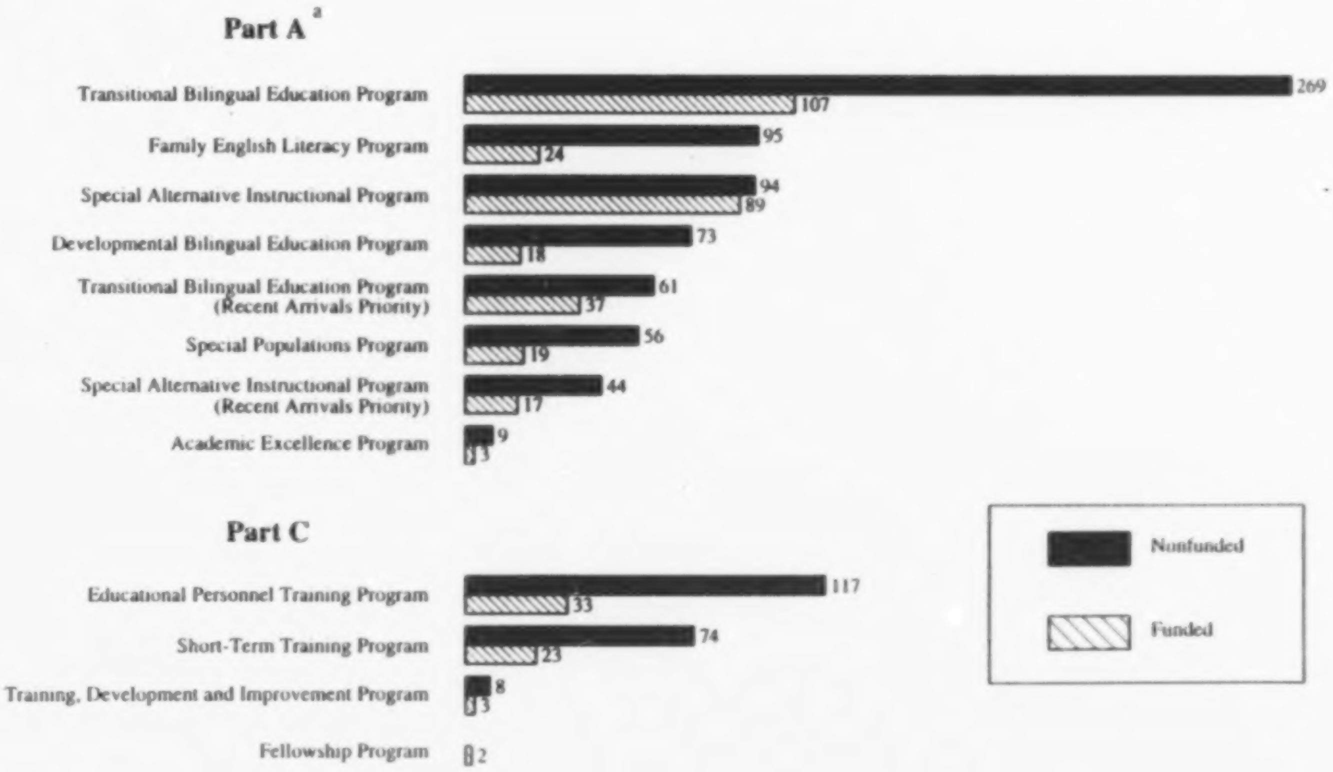


Figure 2
Number of FY92 Title VII Applications for New Grants by Program Type and Funding Status



[a] There were no FY92 Title VII applications for Part A new grants in the categories of Developmental Bilingual Education Program (Magnet School Priority) and Special Alternative Instructional Program (Magnet School Priority)

Figure 3

FY92 Title VII Applications for Continuing Grants

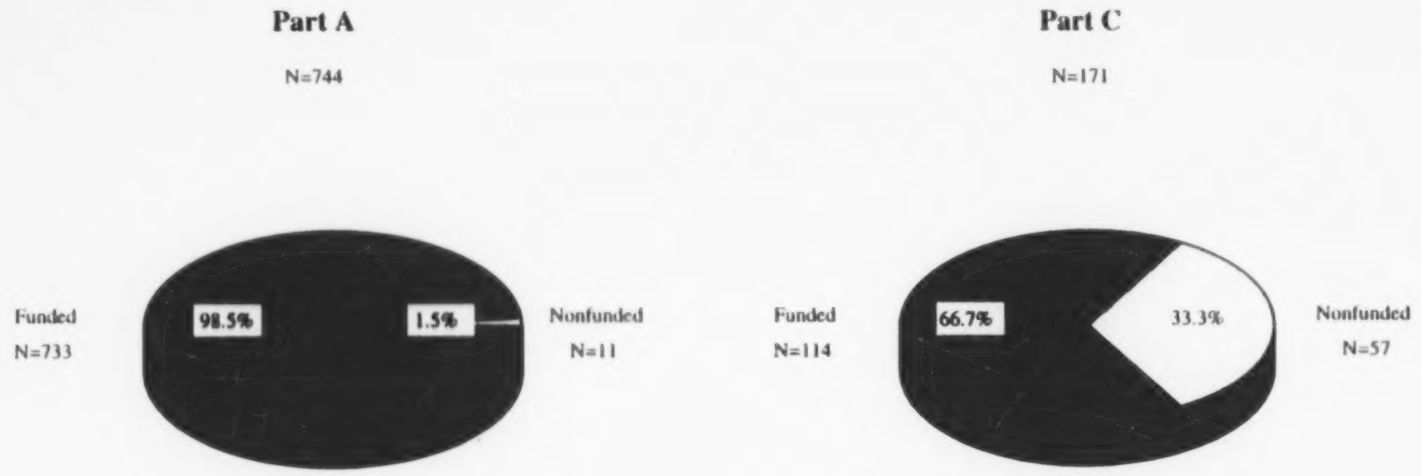


Figure 4

Number of FY92 Title VII Applications for Continuing Grants by Program Type and Funding Status

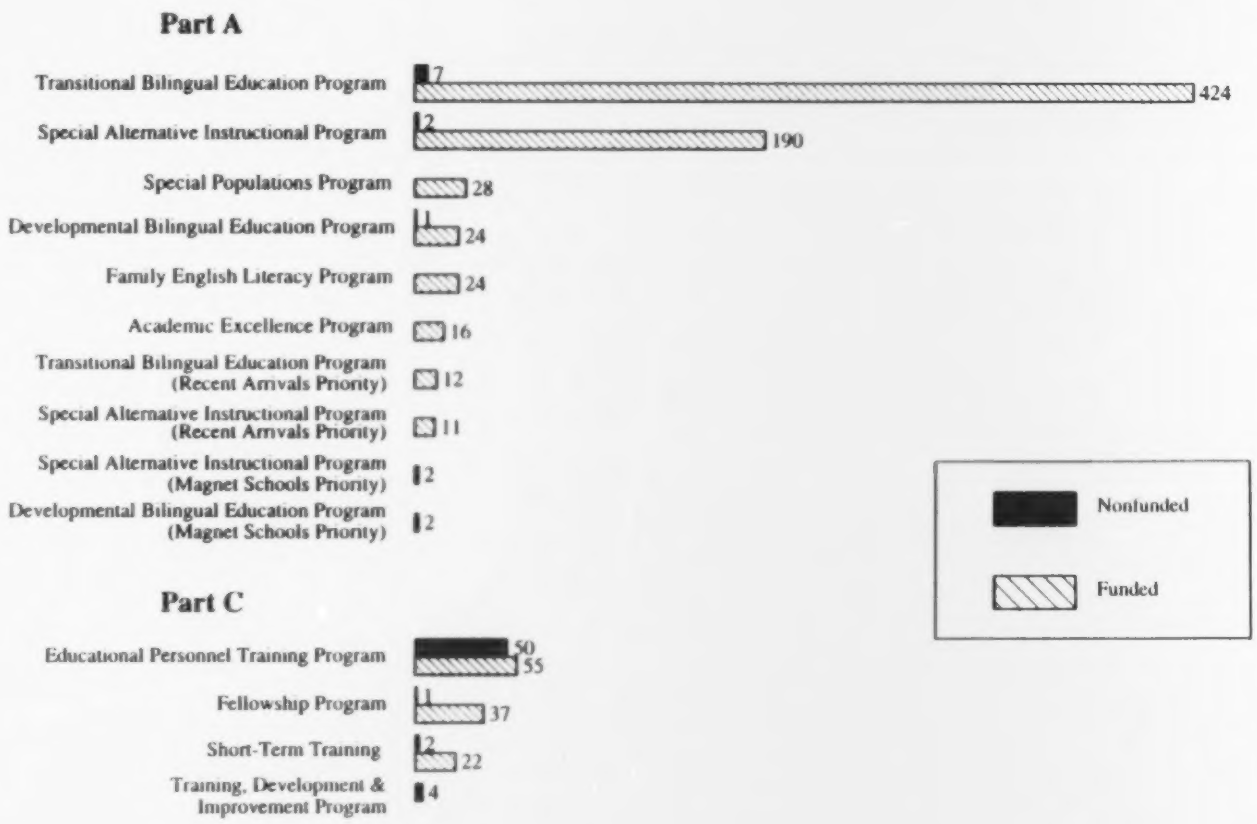
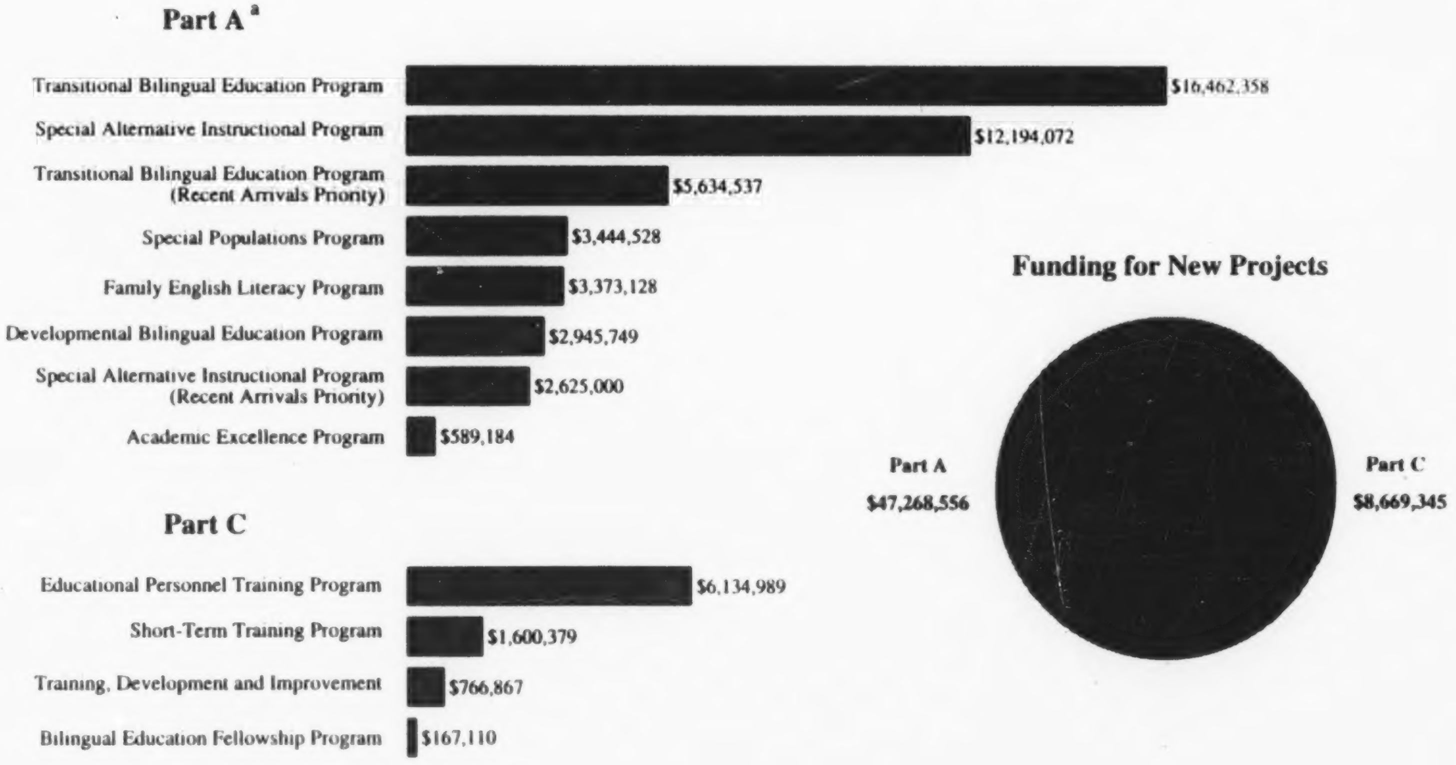


Figure 5

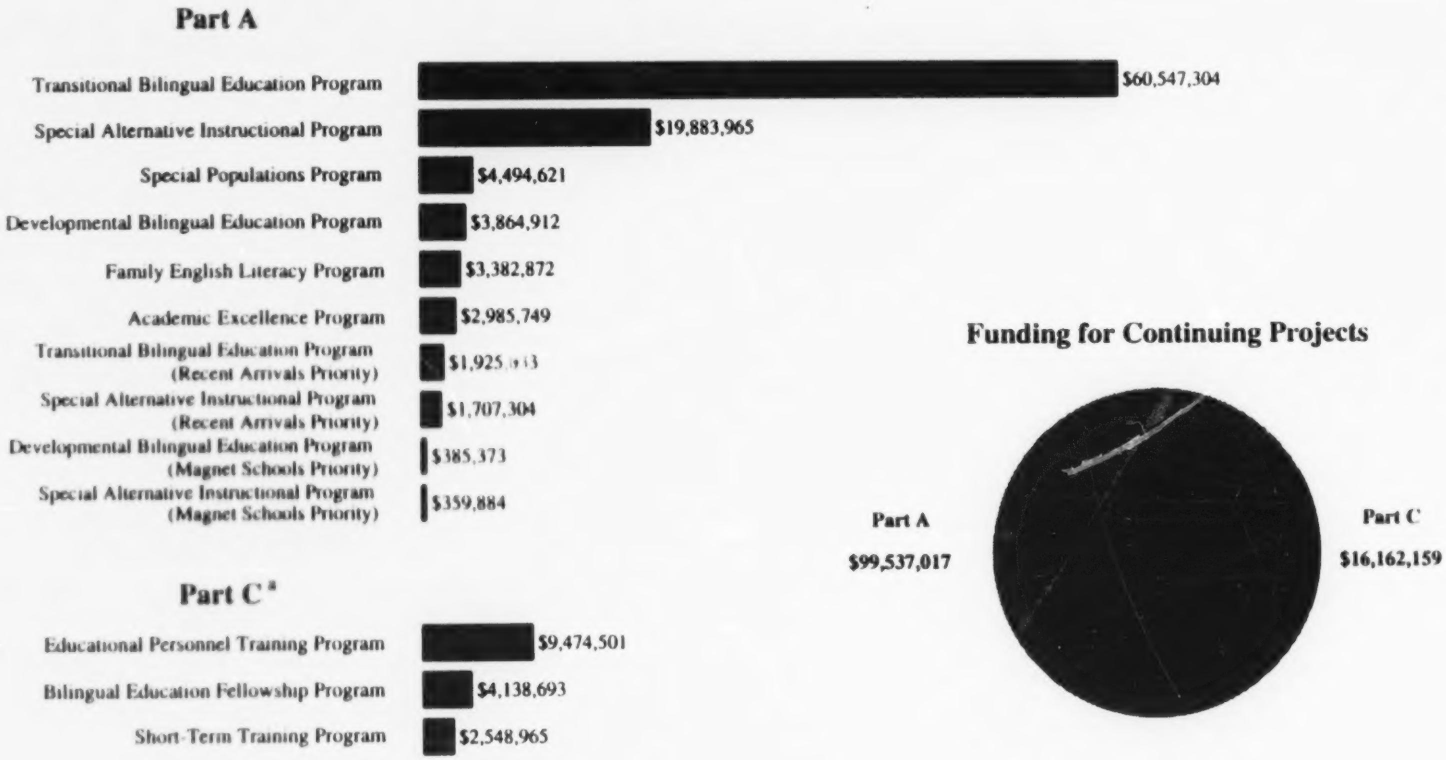
Total Obligated Funds for New FY92 Title VII Grants by Program Type



[a] There were no FY92 Title VII applications for Part A new grants in the categories of Developmental Bilingual Education Program (Magnet Schools Priority) and Special Alternative Instructional Program (Magnet Schools Priority)

Figure 6

Total Obligated Funds for Continuing FY92 Title VII Grants by Program Type



[a] There were no FY91 Title VII applications for Part C continuing grants in the category of Training, Development and Improvement Program

Figure 7

Total Obligated Funds for FY92 Title VII Grants by Program Type

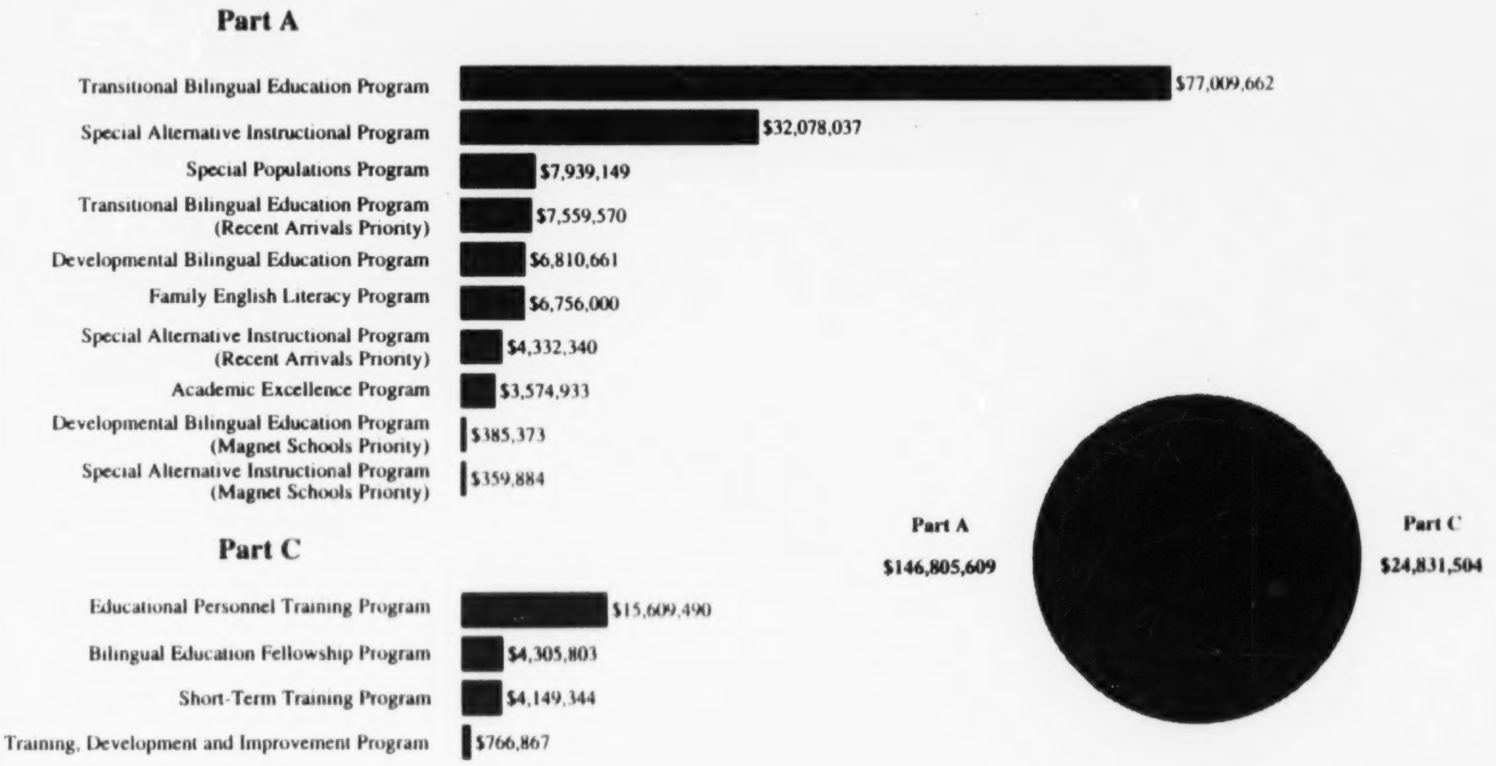
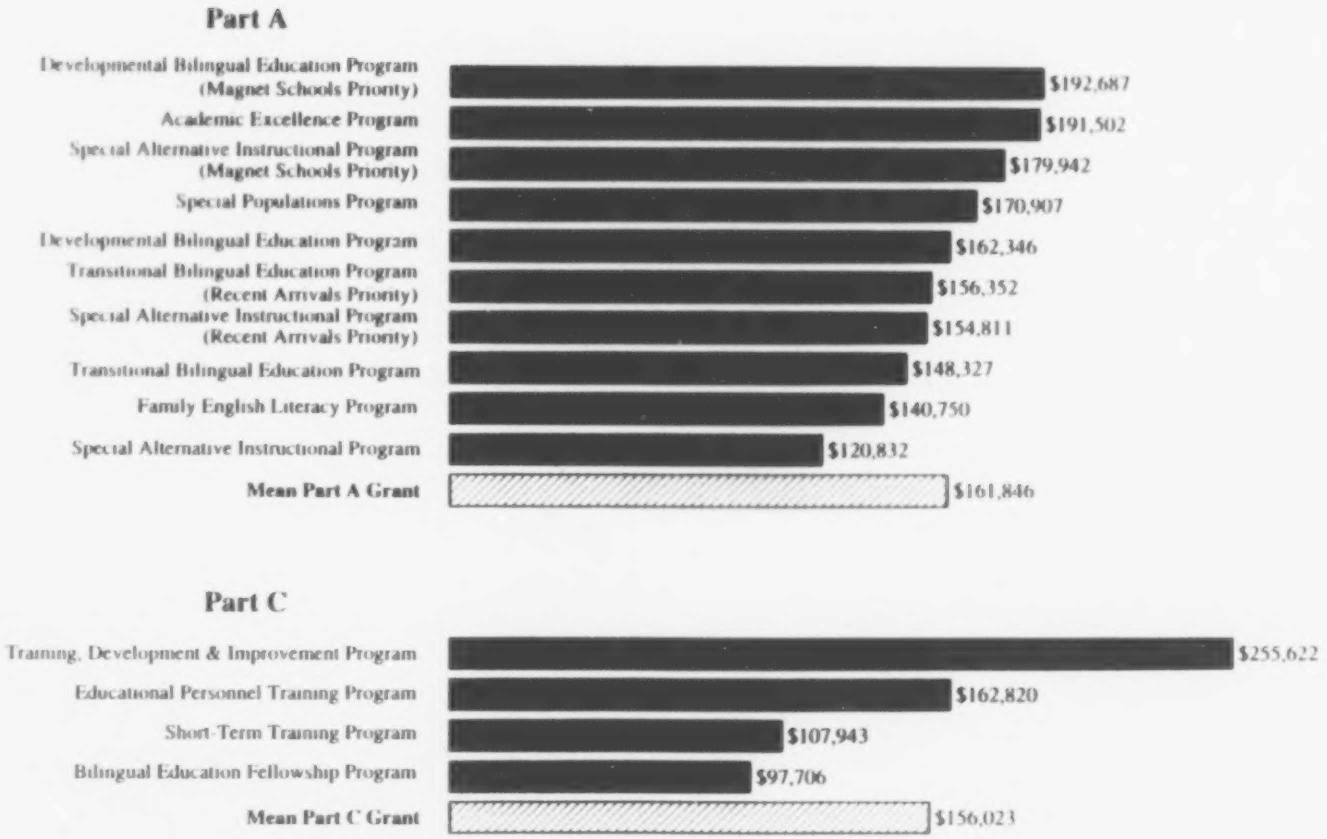


Figure 8

Mean Grant Amount for FY92 Title VII Grants by Program Type



SIAC
Special Issues Analysis Center

1992 Title VII Funds for Private Schools and Private Grantees

Short Turnaround Report, No. 9

Prepared by:

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(Contract # T292001001)

Submitted:

July 22, 1993

1992 Title VII Funds for Private Schools and Private Grantees

This report provides information on 1992 Title VII funds under Part A and Part C which are used in private schools or by private grantees.

Table 1 shows the 49 Part A projects which reported in their applications that services would be provided in private schools, as well as the city, state, grant amount, and total number of LEP students to be served by the grant. The table also shows on separate lines the names of the private schools which were included, the numbers of LEP students to be served in those schools, and the proportional share of the grant serving private school LEP students. The private school share was calculated by multiplying the proportion of private school LEP students to all LEP students to be served by the total grant amount. In total, applicants reported that 3030 private school LEP students would be served, and the total dollar amount to be spent on those students was $1.5 million.

The schools listed in Table 1 are only those identified by the applicants as private schools. In a significant number of cases (involving 383 schools), applicants did not clearly indicate if the school to be served was public or private. Thus, some of the unspecified schools may also be private. The number of private school LEP students served and the amount of money spent on them may therefore be greater than indicated in Table 1.

Table 2 shows all Part A and Part C grants which were awarded to "private" grantees. Private grantees were defined as those which labelled themselves as one of the following on their grant application: a private university, a profit organization, a community based organization, a 501 3 (C) organization, a private industry council, or a non-profit. A number of grantees (n = 48) failed to list an applicant type, and thus Table 2 also may not be a comprehensive list. Grantees in Table 2 are listed within programs, with the middle letter in the grant indicating the program type. The programs are as follows: A = Transitional Bilingual Education, J = Family English Literacy, L = Special Populations Program, R = Educational Personnel Training, T = Fellowship Program, and V = Short-Term Training. A total of $7.5 million in Part A and Part C funds went to private grantees.

Table 3 shows the total amounts and percentages of Part A funds by state that went to serving private school LEP students. The largest percentages were in South Dakota and the Pacific Trust Territories. Private school LEP students were reported to be served in 23 of the 49 states receiving Part A grants.

Table 4 shows separately for Part A and Part C the total amounts and percentages of funds by state which were provided to private grantees. Private grantees received 1 percent of all Part A funds and 25 percent of all Part C funds.

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TABLE 1

Private Schools with Corresponding Grantees in Part A Programs

Grant #	Grantee	City	State	Grant Amount	LEPs Served-Grantee	School Name	LEPs Served School	Private School Share
T003N20009	CAJON VALLEY UNION SCHL DISTRIC	EL CAJON	CA	$145,000	227	HOLY TRINITY	41	$26,189
T003E90135	GLENDALE UNIFIED SCHOOL DISTRIC	GLENDALE	CA	$84,569	918	CRESCENTA VALLEY H	180	$16,582
T003E20111	LOS ANGELES CTY OFF OF EDUC	DOWNEY	CA	$200,000	269	MARYVALE SCHOOL	13	$9,665
T003E80052	MENDOCINO COUNTY OFC OF EDUC	UKIAH	CA	$91,844	181	ST. MARY'S ES	7	$3,552
T003E00112	SAN DIEGO COUNTY OFFICE OF ED.	SAN DIEGO	CA	$162,000	442	ST JOHN OF THE CROSS	25	$9,163
T003E90137	DENVER CITY SCHOOL DISTRICT #1	DENVER	CO	$74,912	799	ANNUNCIATION	20	$1,875
T003A80240	POLK COUNTY PUBLIC SCHOOLS	BATROW	FL	$112,112	187	ST. JOSEPH	8	$4,796
T003A20127	SIOUX CITY COMMUNITY SCHOOL DI	SIOUX CITY	IA	$160,000	464	BISHOP HEELAN CATHOLIC	16	$5,517
						HOLY FAMILY SCH	52	$17,931
T003E20021	CICERO PUBLIC SCHOOLS DIST. 99	CICERO	IL	$87,867	181	OUR LADY OF MOUNT	4	$1,942
						ST. ANTHONY	3	$1,456
						REDEEMER LUTHERN	3	$1,456
						OUR LADY OF CHARITY	4	$1,942
						ST. FRANCIS OF ROME	3	$1,456
						ST. MARY CZESTOCHOWA	3	$1,456
						MARY QUEEN OF HEAVEN	4	$1,942
T003E90178	CICERO SCHOOL DISTRICT #99	CICERO	IL	$39,500	1,253	OUR LADY OF CHARITY	1	$32
						ST ANTHONY	1	$32
						OUR LADY OF MOUNT	4	$126
						MARY QUEEN OF HEAVEN	12	$378
T003E10148	REAVIS HIGH SCHOOL DISTRICT #220	BURBANK	IL	$65,000	6	ST. LOURENCE HS	6	$65,000
T003E20112	UNIF SCH DIST #500 KANSAS PUB SC	KANSAS CITY	KS	$180,000	370	ALL SAINTS ELEM	4	$1,946
						HOLY NAME ELEM	72	$35,027
						OUR LADY OF UNITY ELEM	11	$5,351
T003E90001	HARDIN COUNTY BOARD OF EDUCAT	ELIZABETH	KY	$66,484	105	CENTRAL HARDIN	1	$633
						ST. CHRISTOPHER	6	$3,799

TABLE 1

Private Schools with Corresponding Grantees in Part A Programs

Grant #	Grantee	City	State	Grant Amount	LEPs Served-Grantee	School Name	LEPs Served School	Private School Share
T003A00250	BOSTON PUBLIC SCHOOLS	BOSTON	MA	$180,000	661	ST. GREGORY'S H.S.	48	$13,071
T003A10023	BOSTON PUBLIC SCHOOLS	BOSTON	MA	$175,000	458	ST. PATRICK SCH.	84	$32,096
T003A90093	BOSTON PUBLIC SCHOOLS	BOSTON	MA	$133,779	649	ST. ANGELA'S SCHOOL	150	$30,920
T003C20030	BOSTON PUBLIC SCHOOLS	BOSTON	MA	$181,000	171	ST. PETER'S SCHOOL	23	$24,345
T003E00133	BOSTON PUBLIC SCHOOLS	BOSTON	MA	$108,000	101	MT. ST. JOSEPH ACADEMY	11	$11,762
T003A00216	LAWRENCE PUBLIC SCHOOLS	LAWRENCE	MA	$178,453	271	ST. MARY'S SCHOOL	15	$9,877
T003A10215	LAWRENCE PUBLIC SCHOOLS	LAWRENCE	MA	$175,000	237	SACRED HEART SCH	1	$738
						ST. MARY'S SCH	15	$11,076
						ST. PATRICK'S SCHS	3	$2,215
T003A00217	LOWELL PUBLIC SCHOOLS	LOWELL	MA	$180,000	895	ST. PATRICK HIGH	94	$18,905
T003A10203	LOWELL PUBLIC SCHOOLS	LOWELL	MA	$169,637	333	ST. PATRICK'S	4	$2,038
T003E20052	BOARD OF EDUCATION	CENTREVILLE	MD	$160,000	235	MANOR DISCOVERY CENTE	1	$681
						GUNSTON SCHOOL	2	$1,362
T003E00110	FREDERICK COUNTY PUBLIC SCHOO	FREDERICK	MD	$139,500	218	WASHINGTON COUNTY	13	$8,319
T003E00152	PORTLAND PUBLIC SCHOOL	PORTLAND	ME	$96,700	155	ST. JOSEPH'S SCHOOL	22	$13,725
T003N10049	PORTLAND PUBLIC SCHOOLS	PORTLAND	ME	$157,880	142	CHEVERUS HIGH SCHOOL	5	$5,559
						WAYNFLETE	4	$4,447
T003E10100	SOUTH PORTLAND PUBLIC SCHOOLS	SOUTH PORTLAN	ME	$155,000	493	ST. JOSEPHS	21	$6,602
						WAYNFLETE	4	$1,258
						CHEVERUS HS	5	$1,572
T003A10189	BERRIEN SPRINGS PUBLIC SCHOOLS	BERRIEN SPRING	MI	$130,000	61	RUTH MURDOCH SCHOOL	2	$4,262
T003E20134	BERRIEN SPRINGS PUBLIC SCHOOLS	BERRIEN SPRING	MI	$160,000	136	RUTH MURDOCH	6	$7,059
T003E00099	L'ANSE AREA SCHOOLS	L'ANSE	MI	$96,700	177	SACRED HEART SCH	5	$2,732
T003E20055	WALLED LAKE CONSOLIDATED SCHO	WALLED LAKE	MI	$160,000	268	ST. WILLIAMS SCH	24	$14,328
T003E20083	WAYNE COUNTY REG ED SERV AGEN	WAYNE	MI	$160,000	416	ST JOHN BOSCO	2	$769
						OUR LADY O GOOD COUNS	1	$385

TABLE 1

Private Schools with Corresponding Grantees in Part A Programs

Grant #	Grantee	City	State	Grant Amount	LEPs Served-Grantee	School Name	LEPs Served School	Private School Share
T003E20010	EDUCATIONAL SERVICES UNIT 10	KEARNEY	NE	$168,523	256	LEXINGTON	44	$28,965
						KEARNEY CHRISTIAN	1	$658
T003M20094	LINCOLN PUBLIC SCHOOLS	LINCOLN	NE	$179,996	223	PIUS X HIGH SCHOOL	5	$4,036
T003E90043	PAPILLION-LAVISTA PUBLIC SD #27	LAVISTA	NE	$65,422	92	OMAHA ARCHDIOCESE	28	$19,911
						BOYSTOWN	3	$2,133
T003A90179	UNION CITY BOARD OF EDUCATION	UNION CITY	NJ	$93,613	177	ST. AUGUSTINE	28	$14,809
						ST. ANTHONY	8	$4,231
						MOTHER SETON	22	$11,636
T003A20109	TAOS MUNICIPAL SCHOOLS	TAOS	NM	$170,000	314	ENOS GARCIA MS	7	$3,790
T003A10250	COMMUNITY SCHOOL DISTRICT 14	BROOKLYN	NY	$175,000	438	BETH RACHEL	140	$55,936
T003A00207	COMMUNITY SCHOOL DISTRICT 24Q	MIDDLE VILLAGE	NY	$202,500	2,605	ST STANISLAUS KOSTKA	20	$1,555
						OUR LADY OF SORROWS	50	$3,887
						HOLY CROSS	58	$4,509
T003A10056	COMMUNITY SCHOOL DISTRICT 28	FOREST HILLS	NY	$175,000	316	YESHIVA TIFERETH MOSHE	32	$17,722
						YESHIVA OHR HAIM	34	$18,829
						YESHIVA DON REVEL	43	$23,813
T003E20008	N.Y.C. COMMUNITY SCH DIST 30Q	LONG ISLAND CIT	NY	$180,000	286	HEBREW ACADEMY	54	$33,986
T003A90111	NEW YORK BD OF ED/S SHORE HIGH	BROOKLYN	NY	$258,680	450	YESVHIA HARAMA	20	$11,497
						YESHIVA BE'ER HAGOLA	65	$37,365
T003L00061	NEW YORK CITY BD OF EDUC/CSD 2	NEW YORK	NY	$169,958	306	TRANSFIGURATION	103	$57,208
T003A80142	NEW YORK CITY BOARD OF EDUCATI	BROOKLYN	NY	$185,074	251	YESHIVA ATERES YISROEL	40	$29,494
						ST JUDE	20	$14,747
T003A90297	NEW YORK CITY BOARD OF EDUCATI	BROOKLYN	NY	$95,301	203	A. FANTIS	23	$10,798
T003E20135	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	$140,000	428	ST. JUDE SCHOOL	3	$981
						YESHIVA RITZAHD	4	$1,308

TABLE 1

Private Schools with Corresponding Grantees in Part A Programs

Grant #	Grantee	City	State	Grant Amount	LEPs Served-Grantee	School Name	LEPs Served School	Private School Share
T003L20014	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	$180,000	67	YESHIVA R'TZAHD-KESHER	6	$16,119
						YESHIVA ATEREA YISROEL	8	$21,493
						ST. JUDE	3	$8,060
T003M20065	NEW YORK CITY PUBLIC SCHOOLS (6	BROOKLYN	NY	$275,000	945	BE'ER HAGOLA HS	60	$17,460
						HARAMA HS	20	$5,820
T003A80068	NYC BOARD OF EDUCATION	BROOKLYN	NY	$210,547	1,040	ST. JOSEPH'S SCHOOL	15	$3,037
T003A10290	ONTARIO SCHOOL DISTRICT 8C	ONTARIO	OR	$174,620	455	ST. PETER SCH.	2	$768
T003A10003	YAMBILL EDUCATION SERVICE DIST	MCMINNVILLE	OR	$174,679	166	SEVENTH DAY ADVENTIST	6	$6,314
						WEST VALLEY ACAD.	4	$4,209
T003A80248	READING SCHOOL DISTRICT	READINGS	PA	$98,520	1,131	ST. PETER'S EL. SCHOOL	35	$3,049
T003A10305	LITTLE WOUND SCHOOL BOARD	KYLE	SD	$175,000	125	LITTLE WOUND	125	$175,000
T003A20248	SHANNON COUNTY SCHOOL DIST 65-	BATESLAND	SD	$170,000	493	OUR LADY OF LOURDES	76	$26,207
T003E80034	MEMPHIS CITY SCHOOL	MEMPHIS	TN	$83,347	175	MEMPHIS HEBREW ACADE	3	$1,429
						HUTCHISON SCHOOL	1	$476
T003E90167	REPUBLIC OF PALAU/BUREAU OF ED.	KOROR	TT	$87,650	790	EMMAUS HS	78	$8,654
						BETHANIA HS	62	$6,879
						BELAU MODEKNGAI SCH	34	$3,772
						PALAU MISSION ACADEMY	34	$3,772
						MINDSZENTY HS	90	$9,985
T003A20039	PROGRESO IND SCHOOL DISTRICT	PROGRESO	TX	$170,000	150	PROGRESO PRIMARY SCH.	150	$170,000
T003E10020	SAN FELIPE DEL RIO CONSOLIDATED	DEL RIO	TX	$167,473	213	BIBLE WAY	33	$25,947
T003C10001	ARLINGTON PUBLIC SCHOOLS	ARLINGTON	VA	$132,248	128	ST. THOMAS MORE	25	$25,830
T003N10015	FAIRFAX COUNTY PUBLIC SCHOOLS	ANNANDALE	VA	$158,000	3,041	KEY INTERMEDIATE	17	$883
T003L10079	ST. STEPHEN'S INDIAN SCHOOL	FREMONT COUN	WY	$157,250	466	ST STEPHEN'S INDIAN SCH	219	$73,901
Total							**3,030**	**$1,482,216**

TABLE 2

Private Grantees Participating in Part A and Part C Programs

Grant #	Grantee	City	State	Grant Amount	Title
Too3A80127	FOUNDATION OF ORGANIZED RESOURCES	CHOCTAW	OK	$101,040	BASIC TRANSIONAL PROJECT FOR NES & LEA KICKAPOO STUDENTS IN GRADES K-9
T003J10043	INTERCULTURAL DEV RESEARCH ASSN	SAN ANTONIO	TX	$159,469	PARENTS AS LANGUAGE LEARNERS A PROGRAM TO DEVELOP ENGLISH LITERACY
T003J10082	LA MAESTRA AMNESTY CTR/SAN DIEGO	SAN DIEGO	CA	$142,355	LA MAESTRA LITERACY FOR FAMILIES (HISPANIC)
T003J10086	OAKLAND ARC ASSOCIATES, INC.	OAKLAND	CA	$145,440	FAMILY ACADEMY FOR ENGLISH LITERACY
T003J10136	CALIFORNIA HUMAN DEVELOPMENT CORP	SANTA ROSA	CA	$60,001	COMMUNITY LITERACY CENTERS AT HEAD START SITES FOR LIMITED ENGLISH PRO
T003J20028	INTERNATIONAL INST SAINT LOUIS	ST. LOUIS	MO	$144,514	A PROPOSAL TO PROVIDE A FAMILY ENGLISH LITERACY PROGRAM TO ADULT REFU
T003J20091	YAKIMA VALLEY O. I. C.	YAKIMA	WA	$149,405	YAKIMA VALLEY O.I.C. FAMILY LITERACY CENTERS: PROPOSES TO PROVIDE A PR
T003L00071	INTERCULTURAL DEV RESEARCH ASSN	SAN ANTONIO	TX	$176,487	A SPECIAL POPULATIONS PROJECT FOR GIFTED AND TALENTED FOR LIMITED-ENGL
T003L10022	THE ROSEMOUNT CENTER	WASHINGTON	DC	$116,106	LANGUAGE ENRICHMENT PROGRAM FOR PRESCHOOLERS (LEPP)
T003L10023	THE NETWORK, INC.	ANDOVER	MA	$179,382	PRISM: PROCESS IN SCIENCE METHODS
T003L20051	INTERCULTURAL DEV RESEARCH ASSOC	SAN ANTONIO	TX	$177,334	PROJECT ADELANTE-PROGRAM TO ASSIST BILINGUAL PRESCHOOL CLASSES
T003R00033	HOFSTRA UNIVERSITY	HEMPSTEAD	NY	$107,676	PROJECT BRIDGES-BILINGUAL RESOURCES IN DIVERGENT INSTRUCTIONAL ENVIRO
T003R00051	SAN JOSE STATE UNIVERSITY	SAN JOSE	CA	$185,942	BILINGUAL PARAPROFESSIONAL TRAINING PROGRAM
T003R00068	NATIONAL COLLEGE OF EDUCATION	EVANSTON	IL	$248,260	PROJECT REACT IS A THREE-YEAR TRAINING PROGRAM TO PROVIDE MAINSTREAM
T003R00082	UNIVERSITY OF FINDLAY	FINDLAY	OH	$119,264	FUNDS WILL BE USED TO EXPAND AND ENHANCE A MASTERS PROGRAM IN TEACHI
T003R00087	SAN DIEGO STATE UNIVERSITY FDN	SAN DIEGO	CA	$218,857	THE SPANISH-ENGLISH LANGUAGE PROFICIENCY PROJECT IN SCHOOL PSYCHOLO
T003R00122	UNIVERSIDAD METROPOLITANA	RIO PEIDRAS	PR	$164,481	A THREE YEAR CAPACITY BUILDING PROGRAM TO MEET THE GROWING NEED FOR
T003R00125	TEXAS WESLEYAN UNIVERSITY	FORT WORTH	TX	$131,378	GRADUATE AND INSERVICE TRAINING PROGRAMS FOR BILINGUAL/ESL TEACHING P
T003R10006	FORDHAM UNIV. GRADUATE SCH. OF ED	NEW YORK	NY	$183,531	PROJECT REACHING EXCEPTIONAL LEARNERS THROUGH LANGUAGE ACQUISITION
T003R10015	UNIVERSITY OF MIAMI	CORAL GABLES	FL	$247,213	MASTER IN TESOL TRAINING AND CERTIFICATION (MTTC)
T003R10025	NEW YORK UNIVERSITY	NEW YORK	NY	$89,780	BILINGUAL MATHEMATICS EDUCATION TRAINING
T003R10048	SETON HALL UNIVERSITY	SOUTH ORANGE	NJ	$238,432	BILINGUAL EDUCATION TEACHER TRAINING AND COUNSELING PROGRAM
T003R10067	RESEARCH FOUND.-CUNY BROOKLYN COL	NEW YORK	NY	$189,488	EDUCATIONAL PERSONNEL TRAINING PROGRAM
T003R10080	CALIFORNIA LUTHERAN UNIVERSITY	THOSAND OAKS	CA	$139,035	THE TRAINING OF BILINGUAL MS/SS TEACHERS
T003R10081	LONG ISLAND UNIVERSITY	BROOKVILLE	NY	$96,028	GRADUATE TRAINING OF BILINGUAL GUIDANCE COUNSELORS
T003R10096	UNIVERSITY OF FINDLAY	FINDLAY	OH	$220,000	FUNDS WILL BE USED TO PROVIDE SCHOLARSHIP AID TO PREPARE ELEMENTARY A
T003R10139	UNIVERSITY OF NEW YORK-BUFFALO	BUFFALO	NY	$214,772	EARLY CHILDHOOD ELEMENTARY EDUCATION AND SECOND LANGUAGE ACQUISITI

TABLE 2

Private Grantees Participating in Part A and Part C Programs

Grant #	Grantee	City	State	Grant Amount	Title
T003R20011	FAIRFIELD UNIV.	FAIRFIELD	CT	$95,340	TRAINING GRANT IN BILINGUAL-MULTI-CULTURAL SPECIAL EDUCATION TO TRAIN
T003R20041	BROWN UNIVERSITY	PROVIDENCE	RI	$142,723	PROJECT PRAISE-PARTNERSHIPS REACHING ADMINISTRATORS IN SCHOOL ENVIRO
T003R20078	UNIV OF ST. THIOMAS	HOUSTON	TX	$78,860	UNIVERSITY OF ST. THOMAS ELEMENTARY ADDITIVE PROGRAM--A PROJECT TO RE
T003R20083	UNIV OF ST. THOMAS	HOUSTON	TX	$184,095	UNIVERSITY OF ST. THOMAS ELEMENTARY BILINGUAL EDUCATION/ENGLISH AS A S
T003R20107	MERCY COLLEGE	DOBBS FERRY	NY	$176,715	BILINGUAL EDUCATION SUCCESSFUL INSTRUCTORS
T003T00005	STANFORD UNIVERSITY	STANFORD	CA	$252,432	BILINGUAL EDUCATION: FELLOWSHIP PROGRAM
T003T00009	UNIV OF SOUTHERN CALIFORNIA	LOS ANGELES	CA	$295,760	
T003T00014	NEW YORK UNIVERSITY	NEW YORK	NY	$56,244	"DOCTORAL FELLOWSHIP PROGRAM--NEW YORK UNIVERSITY"
T003T00018	TEACHERS COLLEGE/COLUMBIA UNIV	NEW YORK	NY	$312,205	TEACHERS COLLEGE BILINGUAL/BICULTURAL EDUCATION FELLOWSHIP PROGRAM
T003T00024	GEORGETOWN UNIVERSITY	WASHINGTON	DC	$123,340	
T003T00029	UNIVERSITY OF SAN FRANCISCO	SAN FRANCISCO	CA	$65,080	MULTICULTURAL EDUCATION PROGRAM DOCTORAL FELLOWSHIPS
T003T00036	SUNY RES FDN/BUFFALO	BUFFALO	NY	$58,695	BILINGUAL EDUCATION FELLOWSHIP PROGRAM: SPECIAL EDUCATION, EARLY CHIL
T003T00040	UNIV. OF THE PACIFIC/STOCKTON	STOCKTON	CA	$106,861	
T003T00042	SETON HALL UNIVERSITY	SOUTH ORANGE	NJ	$230,500	SETON HALL UNIVERSITY BILINGUAL FELLOWSHIP PROGRAM
T003T00045	SUNY RES FDN/ALBANY	ALBANY	NY	$77,700	FELLOWSHIP PROGRAM IN BILINGUAL EDUCATION
T003T10002	TRUSTEES OF BOSTON UNIVERSITY	BOSTON	MA	$89,912	"BILINGUAL FELLOWSHIP PROGRAM: DOCTORATE IN LITERACY, LANGUAGE, AND CU
T003T10003	UNIV OF PENNSYLVANIA	PHILADELPHIA	PA	$110,645	APPLICATION FOR IHE PARTICIPATION IN THE BILINGUAL EDUCATION FELLOWSHI
T003T10007	PRESIDENT & FELLOWS OF HARVARD CO	CAMBRIDGE	MA	$169,824	FELLOWSHIPS FOR DOCTORAL STUDENTS IN BILINGUALISM AND MULTICULTURALIS
T003T20001	ST. JOHN'S UNIVERSITY	JAMAICA	NY	$111,360	MULTIDISCIPLINARY PROGRAM LEADING TO A PROFESSIONAL DIPLOMA (POST-MAS
T003V10038	BROWN UNIVERSITY	PROVIDENCE	RI	$96,130	PROJECT CARES: COOPERATIVE APPROACHES TO RESPONSIVE EDUCATION FOR S
T003V10051	INTERCULTURAL DEV RESEARCH ASSN	SAN ANTONIO	TX	$134,480	PROJECT TNT (TEACHERS NEED TEACHERS)
T003V20008	CENTER FOR APPLIED LINGUISTICS	WASHINGTON	DC	$139,858	THE INTEGRATION OF LANGUAGE AND CONTENT INSTRUCTION: A TRAINING PROGR
T003V20068	BROWN UNIVERSITY	PROVIDENCE	RI	$83,204	PROJECT MAINSTREAM, ESL/BILINGUAL TRAINING FOR MAINSTREAM ELEMENTARY
Total				**$7,537,642**	

TABLE 3

Percentage of Part A Funding to Private Schools

State	Total Part A Funding	Part A Funding-Private Schools	Percentage Funding-Private Schools
AK	$815,037	$0	0.00%
AL	$520,530	$0	0.00%
AR	$96,700	$0	0.00%
AZ	$6,228,478	$0	0.00%
CA	$52,243,793	$65,152	0.12%
CO	$2,694,334	$1,875	0.07%
CT	$172,313	$0	0.00%
DC	$686,955	$0	0.00%
FL	$2,143,331	$4,796	0.22%
GA	$160,000	$0	0.00%
GU	$158,966	$0	0.00%
HI	$926,064	$0	0.00%
IA	$872,113	$23,448	2.69%
ID	$487,880	$0	0.00%
IL	$3,305,301	$77,218	2.34%
IN	$382,664	$0	0.00%
KS	$676,000	$42,324	6.26%
KY	$486,796	$4,432	0.91%
LA	$1,686,433	$0	0.00%
MA	$3,611,795	$157,044	4.35%
MD	$740,548	$10,361	1.40%
ME	$1,339,340	$33,164	2.48%
MI	$2,856,235	$29,535	1.03%
MN	$752,585	$0	0.00%
MO	$380,664	$0	0.00%

TABLE 3

Percentage of Part A Funding to Private Schools

State	Total Part A Funding	Part A Funding-Private Schools	Percentage Funding-Private Schools
MS	$505,304	$0	0.00%
MT	$1,974,358	$0	0.00%
ND	$1,841,584	$0	0.00%
NE	$578,941	$55,703	9.62%
NH	$163,799	$0	0.00%
NJ	$395,776	$30,675	7.75%
NM	$6,369,539	$3,790	0.06%
NY	$23,347,436	$395,623	1.69%
OH	$451,395	$0	0.00%
OK	$8,068,235	$0	0.00%
OR	$2,434,302	$11,290	0.46%
PA	$707,637	$3,049	0.43%
PR	$310,301	$0	0.00%
RI	$570,597	$0	0.00%
SC	$40,440	$0	0.00%
SD	$1,447,289	$201,207	13.90%
TN	$83,347	$1,905	2.29%
TT	$244,255	$33,063	13.54%
TX	$8,464,622	$195,947	2.31%
UT	$712,757	$0	0.00%
VA	$406,830	$26,713	6.57%
VI	$122,889	$0	0.00%
WA	$2,353,276	$0	0.00%
WY	$785,809	$73,901	9.40%
Total	**$146,805,573**	**$1,482,216**	**1.01%**

TABLE 4

Percentage of Part A and Part C Funding to Private Grantees

State	Total Part A Funding	Part A Funding-Private Grantee	Percentage Funding-Private Grantees	Total Part C Funding	Part C Funding-Private Grantee	Percentage Funding-Private Grantees
AK	$815,037	$0	0.00%	$0	$0	0.00%
AL	$520,530	$0	0.00%	$0	$0	0.00%
AR	$96,700	$0	0.00%	$0	$0	0.00%
AZ	$6,228,478	$0	0.00%	$802,758	$0	0.00%
CA	$52,243,793	$347,796	0.67%	$4,580,370	$1,263,967	27.60%
CO	$2,694,334	$0	0.00%	$1,440,765	$0	0.00%
CT	$172,313	$0	0.00%	$415,980	$95,340	22.92%
DC	$686,955	$116,105	16.90%	$362,498	$263,198	72.61%
FL	$2,143,331	$0	0.00%	$854,308	$247,213	28.94%
GA	$160,000	$0	0.00%	$43,145	$0	0.00%
GU	$158,966	$0	0.00%	$0	$0	0.00%
HI	$926,064	$0	0.00%	$106,636	$0	0.00%
IA	$872,113	$0	0.00%	$0	$0	0.00%
ID	$487,880	$0	0.00%	$25,000	$0	0.00%
IL	$3,305,301	$0	0.00%	$1,092,408	$248,260	22.73%
IN	$382,664	$0	0.00%	$240,872	$0	0.00%
KS	$676,000	$0	0.00%	$132,497	$0	0.00%
KY	$486,796	$0	0.00%	$0	$0	0.00%
LA	$1,686,433	$0	0.00%	$417,296	$0	0.00%
MA	$3,611,795	$179,392	4.97%	$551,730	$259,736	47.08%
MD	$740,548	$0	0.00%	$203,504	$0	0.00%
ME	$1,339,340	$0	0.00%	$0	$0	0.00%
MI	$2,856,235	$0	0.00%	$416,420	$0	0.00%
MN	$752,585	$0	0.00%	$0	$0	0.00%
MO	$380,664	$144,514	37.96%	$180,395	$0	0.00%
MS	$505,304	$0	0.00%	$0	$0	0.00%

TABLE 4

Percentage of Part A and Part C Funding to Private Grantees

State	Total Part A Funding	Part A Funding-Private Grantee	Percentage Funding-Private Grantees	Total Part C Funding	Part C Funding-Private Grantee	Percentage Funding-Private Grantees
MT	$1,974,358	$0	0.00%	$575,306	$0	0.00%
ND	$1,841,584	$0	0.00%	$184,588	$0	0.00%
NE	$578,941	$0	0.00%	$0	$0	0.00%
NH	$163,799	$0	0.00%	$0	$0	0.00%
NJ	$395,776	$0	0.00%	$588,932	$468,932	79.62%
NM	$6,369,539	$0	0.00%	$1,293,546	$0	0.00%
NY	$23,347,436	$0	0.00%	$3,002,282	$1,674,194	55.76%
OH	$451,395	$0	0.00%	$339,264	$339,264	100.00%
OK	$8,068,235	$101,040	1.25%	$327,759	$0	0.00%
OR	$2,434,302	$0	0.00%	$494,498	$0	0.00%
PA	$707,637	$0	0.00%	$261,070	$110,645	42.38%
PR	$310,301	$0	0.00%	$354,913	$164,481	46.34%
RI	$570,597	$0	0.00%	$381,636	$322,057	84.39%
SC	$40,440	$0	0.00%	$0	$0	0.00%
SD	$1,447,289	$0	0.00%	$0	$0	0.00%
TN	$83,347	$0	0.00%	$0	$0	0.00%
TT	$244,255	$0	0.00%	$0	$0	0.00%
TX	$8,464,622	$513,290	6.06%	$3,549,785	$528,813	14.90%
UT	$712,757	$0	0.00%	$228,846	$0	0.00%
VA	$406,830	$0	0.00%	$492,383	$0	0.00%
VI	$122,889	$0	0.00%	$0	$0	0.00%
WA	$2,353,276	$149,405	6.35%	$375,253	$0	0.00%
WY	$785,809	$0	0.00%	$0	$0	0.00%
Total	**$146,805,573**	**$1,551,542**	**1.06%**	**$24,316,643**	**$5,986,100**	**24.62%**

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Summary Description of FY92 Title VII, Part A Grants

Short Turnaround Report, No. 10

Prepared by:

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(Contract # T292001001)

Submitted:

July 30, 1993

Summary Description of FY92 Title VII, Part A Grants

This report provides information on Fiscal Year 1992 Title VII, Part A grants. There were 1222 grants awarded. The tables in this report describe the amounts of money awarded, the numbers of LEP and non-LEP students served, and the numbers of schools served by state.

The descriptions of the results of the specific tables are provided on the pages facing those tables.

Table 1 shows the number of LEP students receiving services under Part A by state. It should be noted that Academic Excellence and Family English Literacy projects are not included in this table because they do not directly serve LEP students. The largest number of LEP students (46 percent of the total) were served in California. The next largest number were served in New York (13 percent of the total). No other state accounted for more than 6 percent of the total.

TABLE 1

Number of LEP Students in 1992 Part A Projects by State

State	Number of LEP Students	State	Number of LEP Students
AK	618	MS	977
AL	452	MT	2,122
AR	134	ND	1,076
AZ	16,759	NE	806
CA	140,271	NH	212
CO	3,982	NJ	436
CT	1,109	NM	9,791
DC	2,285	NY	38,356
FL	5,544	OH	450
GA	74	OK	10,045
HI	530	OR	3,433
IA	1,365	PA	1,739
ID	617	PR	766
IL	6,291	RI	997
IN	271	SC	107
KS	911	SD	2,659
KY	337	TN	175
LA	1,914	TT	1,282
MA	12,826	TX	12,360
MD	1,033	UT	743
ME	1,297	VA	3,698
MI	4,167	VI	171
MN	1,641	WA	4,548
MO	318	WY	1,614
		TOTAL	**303,309**

Mean = 6319
Median = 1196
Range = 74 - 140,271

Table 2 shows the number of schools receiving services under Part A by state. Academic Excellence and Family English Literacy projects are not included. The largest number of schools are served in California (31 percent of all schools) and New York (13 percent). No other state accounted for more than 6 percent of all schools.

TABLE 2

Number of Schools in 1992 Part A Projects by State

State	Number of Schools	State	Number of Schools
AK	20	MS	16
AL	23	MT	26
AR	1	ND	20
AZ	111	NE	28
CA	1,131	NH	5
CO	150	NJ	10
CT	7	NM	86
DC	18	NY	463
FL	54	OH	20
GA	1	OK	137
HI	18	OR	129
IA	24	PA	8
ID	6	PR	6
IL	140	RI	18
IN	15	SC	4
KS	22	SD	17
KY	21	TN	9
LA	56	TT	18
MA	103	TX	158
MD	107	UT	8
ME	66	VA	57
MI	218	VI	1
MN	16	WA	46
MO	5	WY	10
		TOTAL	**3,634**

Mean = 76
Median = 20
Range = 1 - 1,131

Table 3 shows the amount of funds for Part A projects in each state. All Part A programs are included in this table. California receives 36 percent of all Part A funds, and New York receives 16 percent. No other state receives more than 6 percent of all Part A funds.

TABLE 3

Total Obligated Amount for 1992 Part A Projects by State

State	Total Obligated Amount	State	Total Obligated Amount
AK	$815,037	MS	$505,304
AL	520,530	MT	1,974,358
AR	96,700	ND	1,841,584
AZ	6,228,478	NE	578,941
CA	52,243,793	NH	163,799
CO	2,694,334	NJ	395,776
CT	172,313	NM	6,369,539
DC	686,955	NY	23,347,436
FL	2,143,331	OH	451,395
GA	160,000	OK	8,068,235
GU	158,966	OR	2,434,302
HI	926,064	PA	707,637
IA	872,113	PR	310,301
ID	487,880	RI	570,597
IL	3,305,301	SC	40,440
IN	382,664	SD	1,447,289
KS	676,000	TN	83,347
KY	486,796	TT	244,255
LA	1,686,433	TX	8,464,622
MA	3,611,795	UT	712,757
MD	740,548	VA	406,830
ME	1,339,340	VI	122,889
MI	2,856,235	WA	2,353,276
MN	752,585	WY	785,809
MO	380,664	**TOTAL**	**$146,805,563**

Mean = 2,996,032
Median = 712,757
Range = 40,400 - 52,243,793

Table 4 shows the number of non-LEP students served by Part A projects in each state. Academic Excellence and Family English Literacy projects are not included. The largest numbers of such students are served in California (38 percent of the total), Illinois (10 percent), Arizona (9 percent), New York (8 percent), and Texas (7 percent). Non-LEP students represent 15 percent of all students served under Title VII, Part A programs.

TABLE 4

Number of Non-LEP Students in 1992 Part A Projects by State

State	Number of Non-LEP Students	State	Number of Non-LEP Students
AK	175	MS	0
AL	0	MT	875
AR	10	ND	178
AZ	4,812	NE	115
CA	21,195	NH	0
CO	320	NJ	70
CT	0	NM	2,181
DC	1,868	NY	4,524
FL	987	OH	0
GA	0	OK	2,733
HI	175	OR	325
IA	79	PA	0
ID	0	PR	454
IL	5,520	RI	0
IN	197	SC	0
KS	0	SD	276
KY	0	TN	0
LA	1,455	TT	0
MA	664	TX	4,122
MD	69	UT	9
ME	137	VA	107
MI	372	VI	500
MN	0	WA	908
MO	0	WY	183
		TOTAL	**55,595**

Mean = 1158
Median = 156
Range = 0 - 21,195

Table 5 shows the language groups of non-LEP students served under Part A programs. Students with Spanish language backgrounds account for 46 percent of such students. The language backgrounds of 22 percent of non-LEP students who were served were either not specified or not reported.

TABLE 5

Number of Non-LEP Students in 1992 Part A Projects by Language Group

Native Language	Number of Non-LEP Students	Native Language	Number of Non-LEP Students
Spanish	25,590	Mandarin	146
Navaho	1,556	Polish	145
Vietnamese	1,378	Sahaptian	142
Thai	878	Muskogee	142
Cherokee	877	Salish	138
Cambodian	868	Amharic	135
Chinese	825	Slovene	126
Hindi	745	Arapaho	120
Tagalog	716	Ilocano	97
Arabic	638	Norwegian	90
Blackfoot	490	Tamil	90
Miao	466	Cree	90
Korean	416	Cushite	82
Slavic	376	Ojibwa	74
Croatian	341	Japanese	64
Czech	341	Kru	59
Dakota	326	Shoshoni	59
Italian	314	Russian	52
Portuguese	306	Albanian	41
Panjabi	284	French Cree	41
Ukrainian	282	Eskimo	41
French Creole	263	Tiwa	38
Rumanian	263	Cheyenne	36
Zuni	256	Tlingit	35
Pima	224	African	34
Indonesian	208	Yuma	32
French	195	Formosan	28
Choctaw	185	Tongan	28
Persian	171	Shawnee	23

TABLE 5
(Continued)

Native Language	Number of Non-LEP Students	Native Language	Number of Non-LEP Students
Tewa	23	Burmese	5
Ute	22	Apache	5
Amerian Indian	19	Bengali	5
Hidatsa	18	Kutenai	5
Samoan	18	Nepali	5
Atsina	18	Sudanic	4
Arikara	17	Bulgarian	4
Mandan	17	Pashto	4
Gujarathi	16	Turkish	4
Greek	16	Hawaiian	3
Walapai	16	Malayalam	3
Osage	15	St. Lawrence Island Yupik	2
Fox	13	Syriac	2
Kurukh	12	Ainu	2
Iroquois	12	Macedonian	2
Chiwere	8	Hungarian	1
Winnebago	7	Mayan	1
Pawnee	7	Lettish	1
Ponca	7	Havasupia	1
Haida	7	Crow	1
Towa	6	Chamorro	1
Miao-Yao	6	Bantu	1
Keres	6	Not Specified	11,835
Omaha	6	Not Reported	1,380
		TOTAL	**55,595**

Table 6 shows the amount of Part A funds per student for each of the states. The per student costs were calculated including both LEP and non-LEP students. Academic Excellence and Family English Literacy projects are not included. The national average for Part A programs was $359 per student. Per student costs were highest in Georgia, Kentucky, North Dakota, and Ohio, and per student costs were lowest in Virginia, Puerto Rico, Pennsylvania, and Connecticut. There was no clear pattern of relationship between the number of LEP students served in a state and the cost per student.

TABLE 6

Total Obligated Amount Per Student in Part A Funded Projects* for 1992 by State

State	Total Obligated Amount	Total Number of Students	Obligated Amount Per Student
AK	$585,911	793	$739
AL	520,530	452	1,152
AR	96,700	144	672
AZ	5,688,729	21,571	264
CA	45,014,060	161,466	279
CO	1,894,764	4,302	440
CT	172,313	1,109	155
DC	686,955	4,153	165
FL	1,832,265	6,531	281
GA	160,000	74	2,162
HI	480,487	705	682
IA	790,814	1,444	548
ID	487,880	617	791
IL	2,899,375	11,811	245
IN	382,664	468	818
KS	676,000	911	742
KY	486,796	337	1,444
LA	1,686,433	3,369	501
MA	3,451,795	13,490	256
MD	664,092	1,102	603
ME	1,156,234	1,434	806
MI	2,695,517	4,539	594
MN	362,270	1,641	221
MO	236,150	318	743
MS	505,304	977	517
MT	1,875,298	2,997	626
ND	1,725,055	1,254	1,376
NE	578,941	921	629
NH	163,799	212	773
NJ	395,776	506	782
NM	6,078,225	11,972	508
NY	21,209,273	42,880	495
OH	451,395	450	1,003

TABLE 6
(Continued)

State	Total Obligated Amount	Total Number of Students	Obligated Amount Per Student
OK	$7,377,189	12,778	577
OR	2,138,373	3,758	$569
PA	269,514	1,739	155
PR	159,327	1,220	131
RI	570,597	997	572
SC	40,440	107	378
SD	1,151,476	2,935	392
TN	83,347	175	476
TT	244,255	1,282	191
TX	6,959,047	16,482	422
UT	542,873	752	722
VA	406,830	3,805	107
VI	122,889	671	183
WA	2,127,795	5,456	390
WY	648,919	1,797	361
TOTAL	**$128,934,671**	**358,904**	**$359**

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*The totals do not include the Academic Excellence and Family English Literacy Programs.

Table 7 shows: (1) the total number of LEP students per state in 1991-92 as reflected in the most recent State Education Agency reports to OBEMLA; (2) the number of LEP students served under Part A in 1991; (3) the percentage of LEP students served in the state in 1991; (4) the number of LEP students served under Part A in 1992; and (5) the percentage of LEP students served based on the 1991 LEP count. The Academic Excellence and Family English Literacy projects were not included in these tabulations. According to these calculations, Wyoming, Maine, the District of Columbia, and Oklahoma had the greatest percentages of LEP students being served in 1992, while Delaware, North Carolina, Nevada, Vermont, Wisconsin, and West Virginia had no students being served. Based on the available state data, 12.6 percent of all LEP students were served by Part A programs in 1992. However, the actual percentage is lower, because Arkansas, Pennsylvania, Virginia, and West Virginia did not provide LEP counts in 1991.

TABLE 7

Percentage of LEP Students Served by State -- 1991, 1992

State	Total Number of LEP Students-1991	Number of LEP Students in Part A Projects - 1991	Percentage Served 1991	Number of LEP Students in Part A Projects - 1992	Percentage Served 1992
AK	12,056	1,028	8.5%	618	5.1%
AL	1,671	390	23.3%	452	27.0%
AR	*	0	--	134	--
AZ	75,941	15,496	20.4%	16,759	22.1%
CA	1,078,705	143,746	13.3%	140,271	13.0%
CO	25,025	2,358	9.4%	3,982	15.9%
CQ	*	957	--	0	--
CT	16,703	1,029	6.2%	1,109	6.6%
DC	3,555	2,362	66.4%	2,285	64.3%
DE	2,086	0	--	0	0.0%
FL	97,288	6,349	6.5%	5,544	5.7%
GA	7,955	0	0.0%	74	0.9%
HI	10,433	1,969	18.9%	530	5.1%
IA	4,417	774	17.5%	1,365	30.9%
ID	4,980	381	7.7%	617	12.4%
IL	87,178	6,280	7.2%	6,291	7.2%
IN	4,822	1,097	22.7%	271	5.6%
KS	6,180	140	2.3%	911	14.7%
KY	1,544	854	55.3%	337	21.8%

* information not provided

TABLE 7
(Continued)

State	Total Number of LEP Students-1991	Number of LEP Students in Part A Projects - 1991	Percentage Served 1991	Number of LEP Students in Part A Projects - 1992	Percentage Served 1992
LA	9,040	1,393	15.4%	1,914	21.2%
MA	42,912	19,394	45.2%	12,826	29.9%
MD	12,580	626	5.0%	1,033	8.2%
ME	1,770	748	42.3%	1,297	73.3%
MI	36,720	3,326	9.1%	4,167	11.3%
MN	15,769	3,804	24.1%	1,641	10.4%
MO	4,350	585	13.4%	318	7.3%
MS	3,058	2,285	74.7%	977	31.9%
MT	6,824	2,020	29.6%	2,122	31.1%
NC	7,026	0	0.0%	0	0.0%
ND	9,579	1,410	14.7%	1,076	11.2%
NE	1,856	344	18.5%	806	43.4%
NH	1,135	161	14.2%	212	18.7%
NJ	47,515	673	1.4%	436	0.9%
NM	64,307	12,496	19.4%	9,791	15.2%
NV	10,735	0	0.0%	0	0.0%
NY	184,857	36,989	20.0%	38,356	20.7%
OH	11,172	560	5.0%	450	4.0%
OK	17,705	6,906	39.0%	10,045	56.7%
OR	12,605	3,563	28.3%	3,433	27.2%
PA	*	1,858	–	1,739	--

*Information not provided.

TABLE 7
(Continued)

State	Total Number of LEP Students-1991	Number of LEP Students in Part A Projects - 1991	Percentage Served 1991	Number of LEP Students in Part A Projects - 1992	Percentage Served 1992
PR	34,619	1,191	3.4%	766	2.2%
PS	*	768	--	--	--
RI	8,142	483	5.9%	997	12.2%
SC	1,466	114	7.8%	107	7.3%
SD	8,961	1,791	20.0%	2,659	29.7%
TN	2,636	15	0.6%	175	6.6%
TT	*	0	--	1,282	--
TX	331,869	12,867	3.9%	12,360	3.7%
UT	23,598	720	3.1%	743	3.1%
VA	*	3,633	--	3,698	--
VT	580	0	0.0%	0	0.0%
VI	2,400	109	4.5%	171	7.1%
WA	34134	2,464	7.2%	4548	13.3%
WI	15159	0	0.0%	0	0.0%
WY	1,996	1,343	67.3%	1,614	80.9%
TOTAL	**2,411,596**	**309,849**	**12.8%**	**303,309**	**12.6%**

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*Information not provided

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Language Groups of Students Served by 1992 Title VII, Part A Projects

Short Turnaround Report, No. 11

Prepared by:

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Submitted:

August 11, 1993

This report identifies language groups of LEP and non-LEP students served by 1992 Title VII, Part A funded projects. This table does not include Family English Literacy and Academic Excellence projects which do not directly serve students. As shown in the table, a total of 358,987 students from 190 language groups were served by 1992 Part A funded projects. Of the total students, 303,450 were LEP students (85 percent) and 55,537 were non-LEP students (15 percent). Spanish language students represented 57 percent of the LEP students and 46 percent of the non-LEP students served. For a total of 19,374 students, the language groups were not listed, were not in the coding list, or could not be determined.

Number of LEP and Non-LEP Students Served by 1992 Title VII, Part A Projects by Language Group

Language	Number of LEP Students	Number of Non-LEP Students
Spanish	173,172	25,590
Vietnamese	13,933	1,378
Cantonese	10,382	825
Mon-Khmer	7,541	868
Hmong	6,236	466
Navaho	5,994	1,556
French Creole	5,589	263
Cherokee	4,961	877
Russian	4,706	52
Thai	4,585	878
Korean	4,492	416
Tagalog	3,832	716
Arabic	3,028	638
Dakota	2,875	326
English	2,527	10,629
Portuguese	1,999	306
Choctaw	1,766	185
Hindi	1,680	745
Persian	1,500	171
Japanese	1,302	64
Blackfoot	1,113	490
Miao-Yao	976	6
American Indian	925	19
Palau	887	0
Arapaho	869	120
Shoshoni	866	59
Armenian	837	0
Polish	812	145
Pima	740	224
Muskogee	722	142
Mandarin	695	146
Greek	683	16
French	671	195
Amharic	649	135
Panjabi	588	284
Zuni	578	256
Rumanian	542	263
Pashto	485	4
Italian	418	314
Ilocano	399	97
Cree	378	90
Bengali	372	5
Hebrew	363	0
Ukranian	322	282
Salish	298	138
Gujarathi	282	16
Ojibwa	266	74
Syriac	264	2
Serbocroatian	239	376
San Carlos	215	0

Number of LEP and Non-LEP Students Served by 1992 Title VII, Part A Projects by Language Group

Language	Number of LEP Students	Number of Non-LEP Students
Tewa	211	23
Kickapoo	209	0
Atsina	204	18
Czech	199	341
German	198	0
Tiwa	196	38
Passamaquoddy	175	0
Cushit	172	82
Yiddish	161	0
Sebuano	160	0
Albanian	159	41
Eskimo	158	41
Hungarian	157	1
Keres	151	6
Turkish	151	4
Samoan	151	18
Cheyenne	150	36
Osage	150	15
Northern Paiute	149	0
Croatian	146	341
Arikara	143	17
Tongan	142	28
Ainu	141	2
French Cree	138	41
Shawnee	129	23
Sahaptian	116	142
Kru	112	59
Yaqui	106	0
Hidatsa	102	18
Inupik	98	0
Kutenai	93	5
St. Lawrence Island Yupik	91	2
Havasupai	90	1
Apache	87	5
Formosan/Min Nan	85	28
Yuma	80	32
Walapai	75	16
Crow	74	1
Chiricahua	72	0
Tligit	67	35
Dutch	67	0
Indonesian	64	208
Towa	60	6
Iroquois	60	12
Burmese	59	5
Malay	58	0
Bulgarian	56	4
Malayalam	55	3
Mandan	54	17

Number of LEP and Non-LEP Students Served by 1992 Title VII, Part A Projects by Language Group

Language	Number of LEP Students	Number of Non-LEP Students
Ponca	52	7
Pawnee	51	7
African	50	34
Yupik	44	0
Ilongo	42	0
Serbian	38	0
Macedonian	33	2
Delaware	32	0
Slovene	32	126
Swedish	27	0
Danish	27	0
Miami	26	0
Quapaw	26	0
Chamorro	24	1
Swahili	24	0
Omaha	22	6
Chiwere	19	8
Jamaican Creole	19	0
Sonoran	18	0
Nez Perce	17	0
Afrikaans	16	0
Algonquian	16	0
Efik	16	0
Nepali	16	5
Bantu	15	1
Sinhalese	15	0
Tamil	15	90
Marquesan	14	0
Haida	14	7
Telugu	13	0
Winnebago	13	7
Sindhi	11	0
Finnish	11	0
Comanche	10	0
Marathi	10	0
Lettish	10	1
Hopi	9	0
Kannada	9	0
Cajun	9	0
Patois	8	0
Seneca	8	0
Slovak	8	0
Fijian	8	0
Sierra Miwok	7	0
Saramacca	7	0
Sudanic	7	4
Fox	7	13
Paiute	7	0
Kurukh	7	12
Norwegian	6	90

Number of LEP and Non-LEP Students Served by 1992 Title VII, Part A Projects by Language Group

Language	Number of LEP Students	Number of Non-LEP Students
Marshallese	6	0
Indo-Pacific	6	0
Lithuanian	6	0
Mongolian	6	0
Icelandic	5	0
Kiowa	5	0
Hawaiian	5	3
Mayan Languages	5	1
Potawatomi	5	0
Mohawk	4	0
Achumawi	4	0
Tachi	4	0
Trukese	4	0
Mande	4	0
Ute	4	22
Gur	4	0
Okanogan	3	0
Puget Sound Salish	3	0
Pomo	3	0
Aleut	3	0
Fushow/Min Pei	3	0
Chasta Costa	3	0
Cayuga	2	0
Arawakian	2	0
Athapascan	2	0
Hakka	2	0
Jicarilla	2	0
Oto-Manguen	2	0
Diegueno	2	0
Kurdish	2	0
Pangasinan	2	0
Chumash	2	0
Mokilese	1	0
Spokane	1	0
Polynesian	1	0
Sanskrit	1	0
Quechua	1	0
Caddo	1	0
Tungus	1	0
Fulani	1	0
Cocomaricopa	1	0
Unspecified	4,259	1,380
Unknown	716	0
Not listed	11,871	1,148
Total	**303,450**	**55,537**

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FY92 Transitional Bilingual Education Program: Projects and Students

Short Turnaround Report, No. 12

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Submitted:

August 20, 1993

FY92 Transitional Bilingual Education Program: Projects and Students

This report describes funded and non-funded projects and students served in the FY92 Transitional Bilingual Education Program. Data on LEP and non-LEP students are provided in Table 1. Data on students in specific grade ranges are provided in Table 2.

As Table 1 shows, there were 531 funded projects and 276 non-funded projects in Transitional Bilingual Education Program. The 497 funded projects that provided student information served an average of 373 LEP students and 87 non-LEP students. The 186 non-funded projects which provided student data proposed to serve an average of 339 LEP students and 65 non-LEP students.

TABLE 1

Number of Students Served in FY92 Transitional Bilingual Education Projects

	Funded	Non-Funded
Number of Projects	531	276
Number of Projects Providing Data	497	186
Number of LEP Students	185,209	63,018
Number of Non-LEP Students	32,248	16,206
Mean Number of LEP Students	373	339
Mean Number of Non-LEP Students	87	65

Transitional Bilingual Education Projects that served at least 1 student are described by grade ranges in Table 2. The percentages are based on the 499 funded and 189 non-funded projects that provided data. The 329 funded and 133 non-funded projects serving students in grades 2 through 6 represented the highest percentages of all funded and non-funded projects, 66% and 70% respectively. The lowest percentage of students served in funded and non-funded projects was in preschool.

TABLE 2

Number of FY92 TBE Projects Serving Students in Specific Grade Ranges

	Funded Projects		Non-Funded Projects	
	Number	Percent	Number	Percent
Total Number of Projects	**531**		**276**	
Projects Providing Data	**499**	**100%**	**189**	**100%**
Preschool	27	5%	13	7%
Kindergarten - Grade 2	282	57%	108	57%
Grade 2 - Grade 6	329	66%	133	70%
Grade 7 - Grade 8	177	35%	74	39%
Grade 9 - Grade 12	158	32%	59	31%

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Characteristics of FY92 Title VII Grants: Program, Funding, Participant, and Language

Short Turnaround Report, No. 13

Prepared by:

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Submitted:

August 23, 1993

Characteristics of FY92 Title VII Grants

This report provides information on Fiscal Year 1992 Title VII grants. There were 1,222 grants awarded. The tables in this report describe the number of projects, the average amounts of money awarded by program, the number of participants in selected programs, and the language groups served in these programs.

The description of the results of the specific tables are provided on the pages facing those tables.

Table 1 shows the number of projects for each program type by state. Among the 52 U.S. states or territories which were awarded FY92 Title VII grants, the state of California was granted the largest number of projects (391), representing 32 percent of the total. Among all program types, the Transitional Bilingual English Program and the Special Alternative Instructional Program had the largest number of projects , 531 and 279, respectively. Twenty states or territories had from one to five projects and 4 states or territories had no projects. A list of descriptions of abbreviated project titles and corresponding CFDA codes is provided below

Abbreviation	Program	CFDA
Part A		
TBE	Transitional Bilingual Education Program	84003A
DBEM	Developmental Bilingual Education Program (Magnet School Priority)	84003B
DBE	Developmental Bilingual Education Program	84003C
SAI	Special Alternative Instructional Program	84003E
SAIM	Special Alternative Instructional Program (Magnet School Priority)	84003F
AE	Academic Excellence Program	84003G
FEL	Family English Literacy Program	84003J
SP	Special Populations Program	84003L
TBER	Transitional Bilingual Education Program (Recent Arrivals Priority)	84003M
SAIR	Special Alternative Instructional Program (Recent Arrivals Priority)	84003N
Part C		
EPT	Educational Personnel Training Program	84003R
TDI	Training, Development & Improvement Program	84003S
FSP	Fellowship Program	84003T
STT	Short-Term Training Program	84003V

TABLE 1

Number of 1992 Funded Projects by State and by Program Type*

STATE	TBE	DBEM	DBE	SAI	SAIM	AE	FEL	SP	TBER	SAIR	EPT	TDI	FSP	STT	TOTAL
AK	2	0	1	2	0	1	0	0	0	0	0	0	0	0	6
AL	1	0	0	1	0	0	0	0	0	1	0	0	0	0	3
AR	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
AZ	33	0	1	12	0	1	1	0	1	0	3	0	3	1	56
CA	170	0	17	88	0	7	26	16	24	13	13	1	5	11	391
CO	7	0	0	8	0	1	2	2	1	0	6	1	1	1	30
CT	2	0	0	0	0	0	0	0	0	0	2	0	1	1	6
DC	2	0	0	2	0	0	0	1	0	0	1	0	1	1	8
FL	5	0	2	4	0	1	1	1	2	0	3	0	2	1	22
GA	0	0	0	1	0	0	0	0	0	0	0	0	0	1	2
GU	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
HI	3	0	0	2	0	0	1	0	0	0	0	0	1	0	7
IA	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7
ID	2	0	0	2	0	0	0	0	0	0	1	0	0	0	5
IL	7	0	1	14	0	0	2	1	0	0	4	0	1	2	32
IN	2	0	0	1	0	0	0	0	0	0	1	0	0	0	4
KS	2	0	0	2	0	0	0	0	0	0	1	0	0	0	5
KY	1	0	0	3	0	0	0	0	0	0	0	0	0	0	4
LA	3	0	0	7	1	0	0	0	2	0	0	0	0	2	15
MA	15	0	5	2	0	0	0	2	0	0	2	0	2	0	28
MD	0	0	0	5	0	0	0	0	0	1	0	0	0	2	8
ME	3	0	0	3	0	1	0	1	0	1	0	0	0	0	9
MI	9	1	0	7	0	0	1	1	1	0	2	0	1	0	23
MN	6	0	0	0	0	0	0	0	0	0	0	0	0	0	6
MO	2	0	0	1	0	0	1	0	0	0	1	0	0	0	5
MS	0	0	0	3	0	0	0	1	0	0	0	0	0	0	4
MT	14	0	0	7	0	0	0	0	0	0	3	0	0	0	24

Abbreviation	Program	CFDA
Part A		
TBE	Transitional Bilingual Education Program	84003A
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SAIM	Special Alternative Instructional Program (Magnet School Priority)	84003F
AE	Academic Excellence Program	84003G
FEL	Family English Literacy Program	84003J
SP	Special Populations Program	84003L
TBER	Transitional Bilingual Education Program (Recent Arrivals Priority)	84003M
SAIR	Special Alternative Instructional Program (Recent Arrivals Priority)	84003N
Part C		
EPT	Educational Personnel Training Program	84003R
TDI	Training, Development & Improvement Program	84003S
FSP	Fellowship Program	84003T
STT	Short-Term Training Program	84003V

TABLE 1

(Continued)

STATE	TBE	DBEM	DBE	SAI	SAIM	AE	FEL	SP	TBER	SAIR	EPT	TDI	FSP	STT	TOTAL
NC	0	0	0	0	0	0	0	0	0	0	1	0	0	0	**1**
ND	13	0	0	1	0	0	0	0	0	0	1	0	0	0	**15**
NE	1	0	0	2	0	0	0	0	1	0	0	0	0	0	**4**
NH	0	0	0	1	0	0	0	0	0	0	0	0	0	0	**1**
NJ	2	0	0	1	0	0	0	0	0	0	2	0	1	0	**6**
NM	31	0	0	5	0	0	0	4	0	0	4	0	2	2	**48**
NY	80	0	10	24	0	2	7	6	15	5	12	0	6	2	**169**
OH	2	0	0	2	0	0	0	0	0	0	2	0	0	0	**6**
OK	34	0	0	24	0	0	1	5	0	1	2	0	0	1	**68**
OR	5	0	1	11	0	0	2	1	0	0	2	0	0	2	**24**
PA	1	1	0	2	0	1	0	0	0	0	0	0	2	0	**7**
PR	1	0	0	0	0	1	0	0	0	0	2	0	0	0	**4**
RI	0	0	0	2	0	0	0	1	0	1	2	0	0	2	**8**
SC	1	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
SD	9	0	0	2	0	0	0	0	0	0	0	0	0	0	**11**
TN	0	0	0	1	0	0	0	0	0	0	0	0	0	0	**1**
TT	1	0	0	1	0	0	0	0	0	0	0	0	0	0	**2**
TX	35	0	3	11	0	3	1	2	2	3	17	0	6	4	**87**
UT	2	0	0	3	1	0	0	0	0	0	1	0	0	0	**7**
VA	0	0	1	2	0	0	0	0	0	1	1	1	1	0	**7**
VI	1	0	0	0	0	0	0	0	0	0	0	0	0	0	**1**
WA	13	0	0	3	0	0	1	0	0	1	0	0	1	2	**21**
WI	0	0	0	0	0	0	0	0	0	0	2	0	2	0	**4**
WY	1	0	0	3	0	0	0	2	0	0	0	0	0	0	**6**
ZZ	0	0	0	0	0	0	0	0	0	0	1	0	0	0	**1**
TOTAL	**531**	**2**	**42**	**279**	**2**	**19**	**48**	**47**	**49**	**28**	**95**	**3**	**39**	**38**	**1,222**

* Explanations of program type abbreviations are provided on the page facing this table.

Table 2 shows the average amount of funds awarded by program type within Part A and Part C programs. Projects in the Development Bilingual Education Program (Magnet School Priority) and Training, Development & Improvement Program were awarded the largest average amount of funds in Part A ($192,687) and Part C ($255,622) programs, respectively.

TABLE 2

Average Obligated Amount by Program

Project Type	Average Funding
PART A	
Developmental Bilingual Education Program (Magnet School Priority)	$192,687
Academic Excellence Program	188,154
Special Alternative Instructional Program (Magnet School Priority)	179,942
Special Populations Program	168,918
Developmental Bilingual Education Program	162,159
Special Alternative Instructional Program (Recent Arrivals Priority)	154,725
Transitional Bilingual Education Program (Recent Arrivals Priority)	154,277
Transitional Bilingual Education Program	145,028
Family English Literacy Program	140,750
Special Alternative Instructional Program	114,975
PART C	
Training, Develoment & Improvement Program	$255,622
Educational Personnel Training Program	164,310
Fellowship Program	110,405
Short-Term Training Program	109,193

Table 3 provides participant data on projects in the Family English Literacy Program (FEL), Educational Personnel Training Program (EPT), and Short-Term Training Program (STT). Among the projects that provided participant information, the Family English Literacy Program had the largest number of participants (10,353) and the greatest average of participants (216).

TABLE 3

Number of Participants by Program Type

	FEL	EPT	STT
Total Projects	48	95	38
Projects Providing Information	48	84	35
Total Number of Participants	10,353	4,502	6,898
Mean Number of Participants	216	54	197

Table 4 shows the language groups served by Family English Literacy projects, Educational Personnel Training projects, and Short-Term Training projects by order of the total number of projects for each language group. A total of 106 of the 181 projects provided information on the specific language groups. The 91 projects serving Spanish language group represented 86 percent of all projects that provided information.

TABLE 4

Number of Projects Serving Specific Language Groups

Language Group	FEL	EPT	STT	TOTAL
Total Projects	**48**	**95**	**38**	**181**
Projects Providing Information	**29**	**48**	**30**	**106**
Spanish	24	40	27	91
Vietnamese	11	12	11	34
Chinese	9	11	8	28
Thai	7	3	8	18
Cambodian	7	5	5	17
Russian	3	7	7	17
Korean	2	5	10	17
French Creole	2	10	4	16
Arabic	1	5	7	13
Persian	2	4	5	11
Hmong	3	4	3	10
Portuguese	2	4	4	10
Japanese	3	4	2	9
Polish	1	1	6	8
Italian	1	3	3	7
Tagalog	1	1	5	7
Hindi	1	3	2	6
Rumanian	1	2	3	6
Greek	0	4	2	6
Czech	0	3	3	6
Mandarin	2	3	0	5
Ukranian	2	0	3	5
Navaho	1	4	0	5
French	0	2	3	5
American Indian	0	2	2	4
Amharic	2	1	0	3
Panjabi	2	0	1	3
Ilocano	1	2	0	3
Gujarathi	1	1	1	3
Cherokee	1	1	1	3
Pima	0	3	0	3

TABLE 4
(Continued)

Language Group	FEL	EPT	STT	TOTAL
Armenian	0	2	1	3
Tongan	2	0	0	2
Samoan	2	0	0	2
Miao-Yao	2	0	0	2
Albanian	1	1	0	2
Yaqui	0	2	0	2
Apache	0	2	0	2
Yiddish	0	1	1	2
Croatian	1	0	0	1
Papia Mentae	1	0	0	1
Serbian	1	0	0	1
Azerbaijani	1	0	0	1
Bulgarian	1	0	0	1
Chamorro	1	0	0	1
Pashto	1	0	0	1
Palau	1	0	0	1
Hawaiian	1	0	0	1
German	0	1	0	1
Ojibwa	0	1	0	1
Keres	0	1	0	1
Cree	0	1	0	1
Dutch	0	1	0	1
Ute	0	1	0	1
Kutenai	0	1	0	1
Salish	0	1	0	1
Maori	0	1	0	1
Walapai	0	1	0	1
Swahili	0	1	0	1
French Cree	0	1	0	1
Hopi	0	1	0	1
Twana	0	1	0	1
Turkish	0	0	1	1
Hebrew	0	0	1	1
Kickapoo	0	0	1	1
Afrikaans	0	0	1	1

TABLE 4
(Continued)

Language Group	FEL	EPT	STT	TOTAL
Shawnee	0	0	1	1
Sonoran	0	0	1	1
Osage	0	0	1	1
Hungarian	0	0	1	1
Choctaw	0	0	1	1
Muskogee	0	0	1	1
Trukese	0	0	1	1
Slavic	0	0	1	1
Marshallese	0	0	1	1
Koasati	0	0	1	1
Bengali	0	0	1	1

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1992 Title VII Funds for Private Schools and Private Grantees

Short Turnaround Report, No. 14
(Supersedes STR No.9)

Prepared by:

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(Contract # T292001001)

Submitted:

August 30, 1993

1992 Title VII Funds for Private Schools and Private Grantees

This report provides information on 1992 Title VII funds under Part A and Part C which are used in private schools or by private grantees. This report is similar to Short Turnaround Report No. 9 with a few small revisions.

Table 1 shows the 61 Part A projects which reported in their applications that services would be provided in private schools, as well as the city, state, grant amount, and total number of LEP students to be served by the grant. The table also shows on separate lines the names of the private schools which were included, the numbers of LEP students to be served in those schools, and the proportional share of the grant serving private school LEP students. The private school share was calculated by multiplying the proportion of private school LEP students to all LEP students to be served by the total grant amount. In total, applicants reported that 3,030 private school LEP students would be served, and the total dollar amount to be spent on those students was $1.5 million.

The schools listed in Table 1 are only those identified by the applicants as private schools. In a significant number of cases (involving 383 schools), applicants did not clearly indicate if the school to be served was public or private. Thus, some of the unspecified schools may also be private. The number of private school LEP students served and the amount of money spent on them may therefore be greater than indicated in Table 1.

Grantees in Table 1 are listed within programs, with the middle letter in the grant indicating the program type. The programs are as follows:

A = Transitional Bilingual Education Program
C = Developmental Bilingual Education Program
E = Special Alternative Instructional Program
L = Special Populations Program
M = Transitional Bilingual Education Program (Recent Arrivals Priority)
N = Special Alternative Instructional Program (Recent Arrivals Priority)

TABLE 1

Private Schools with Corresponding Grantees in Part A Programs

Grant #	Grantee	City	State	Grant Amount	Number of LEPs Served	Private School	Number of LEPs Served	Total Funds to Private School
T003N20009	CAJON VALLEY UNION SCHL DISTRIC	EL CAJON	CA	$145,000	227	HOLY TRINITY	41	$26,189
T003E90135	GLENDALE UNIFIED SCHOOL DISTRIC	GLENDALE	CA	84,569	918	CRESCENTA VALLEY H	180	16,582
T003E20111	LOS ANGELES CTY OFF OF EDUC	DOWNEY	CA	200,000	269	MARYVALE SCHOOL	13	9,665
T003E80052	MENDOCINO COUNTY OFC OF EDUC	UKIAH	CA	91,844	181	ST. MARY'S ES	7	3,552
T003E00112	SAN DIEGO COUNTY OFFICE OF ED.	SAN DIEGO	CA	162,000	442	ST JOHN OF THE CROSS	25	9,163
T003E90137	DENVER CITY SCHOOL DISTRICT #1	DENVER	CO	74,912	799	ANNUNCIATION	20	1,875
A80240	POLK COUNTY PUBLIC SCHOOLS	BATROW	FL	112,112	187	ST. JOSEPH	8	4,796
A20127	SIOUX CITY COMMUNITY SCHOOL DI	SIOUX CITY	IA	160,000	464	BISHOP HEELAN CATHOLIC	16	5,517
						HOLY FAMILY SCH	52	17,931
T003E20021	CICERO PUBLIC SCHOOLS DIST. 99	CICERO	IL	87,867	181	OUR LADY OF MOUNT	4	1,942
						ST. ANTHONY	3	1,456
						REDEEMER LUTHERN	3	1,456
						OUR LADY OF CHARITY	4	1,942
						ST. FRANCIS OF ROME	3	1,456
						ST. MARY CZESTOCHOWA	3	1,456
						MARY QUEEN OF HEAVEN	4	1,942
T003E90178	CICERO SCHOOL DISTRICT #99	CICERO	IL	39,500	1,253	OUR LADY OF CHARITY	1	32
						ST ANTHONY	1	32
						OUR LADY OF MOUNT	4	126
						MARY QUEEN OF HEAVEN	12	378
T003E10148	REAVIS HIGH SCHOOL DISTRICT #220	BURBANK	IL	65,000	71	ST. LOURENCE HS	6	5,493
T003E20112	UNIF SCH DIST #500 KANSAS PUB SC	KANSAS CITY	KS	180,000	370	ALL SAINTS ELEM	4	1,946
						HOLY NAME ELEM	72	35,027
						OUR LADY OF UNITY ELEM	11	5,351
T003E90001	HARDIN COUNTY BOARD OF EDUCAT	ELIZABETH	KY	66,484	105	CENTRAL HARDIN	1	633
						ST. CHRISTOPHER	6	3,799

TABLE 1
(Continued)

Grant #	Grantee	City	State	Grant Amount	Number of LEPs Served	Private School	Number of LEPs Served	Total Funds to Private School
T003A00250	BOSTON PUBLIC SCHOOLS	BOSTON	MA	180,000	661	ST. GREGORY'S H.S.	48	13,071
T003A10023	BOSTON PUBLIC SCHOOLS	BOSTON	MA	175,000	458	ST. PATRICK SCH.	84	32,096
T003A90093	BOSTON PUBLIC SCHOOLS	BOSTON	MA	133,779	649	ST. ANGELA'S SCHOOL	150	30,920
T003C20030	BOSTON PUBLIC SCHOOLS	BOSTON	MA	181,000	171	ST. PETER'S SCHOOL	23	24,345
T003E00133	BOSTON PUBLIC SCHOOLS	BOSTON	MA	108,000	101	MT. ST. JOSEPH ACADEMY	11	11,762
T003A00216	LAWRENCE PUBLIC SCHOOLS	LAWRENCE	MA	178,453	271	ST. MARY'S SCHOOL	15	9,877
T003A10215	LAWRENCE PUBLIC SCHOOLS	LAWRENCE	MA	175,000	237	SACRED HEART SCH	1	738
						ST. MARY'S SCH	15	11,076
						ST. PATRICK'S SCHS	3	2,215
T003A00217	LOWELL PUBLIC SCHOOLS	LOWELL	MA	180,000	895	ST. PATRICK HIGH	94	18,905
T003A10203	LOWELL PUBLIC SCHOOLS	LOWELL	MA	169,637	333	ST. PATRICK'S	4	2,038
T003E20052	BOARD OF EDUCATION	CENTREVILLE	MD	160,000	235	MANOR DISCOVERY CENTE	1	681
						GUNSTON SCHOOL	2	1,362
T003E00110	FREDERICK COUNTY PUBLIC SCHOO	FREDERICK	MD	139,500	218	(Not Listed)	13	8,319
T003E00152	PORTLAND PUBLIC SCHOOL	PORTLAND	ME	96,700	155	ST. JOSEPH'S SCHOOL	22	13,725
T003N10049	PORTLAND PUBLIC SCHOOLS	PORTLAND	ME	157,880	142	CHEVERUS HIGH SCHOOL	5	5,559
						WAYNFLETE	4	4,447
T003E10100	SOUTH PORTLAND PUBLIC SCHOOLS	SOUTH PORTLAN	ME	155,000	493	ST. JOSEPHS	21	6,602
						WAYNFLETE	4	1,258
						CHEVERUS HS	5	1,572
T003A10189	BERRIEN SPRINGS PUBLIC SCHOOLS	BERRIEN SPRING	MI	130,000	61	RUTH MURDOCH SCHOOL	2	4,262
T003E20134	BERRIEN SPRINGS PUBLIC SCHOOLS	BERRIEN SPRING	MI	160,000	136	RUTH MURDOCH	6	7,059
T003E00099	L'ANSE AREA SCHOOLS	L'ANSE	MI	96,700	177	SACRED HEART SCH	5	2,732
T003E20055	WALLED LAKE CONSOLIDATED SCHO	WALLED LAKE	MI	160,000	268	ST. WILLIAMS SCH	24	14,328
T003E20083	WAYNE COUNTY REG ED SERV AGEN	WAYNE	MI	160,000	416	ST JOHN BOSCO	2	769
						OUR LADY O GOOD COUNS	1	385

TABLE 1
(Continued)

Grant #	Grantee	City	State	Grant Amount	Number of LEPs Served	Private School	Number of LEPs Served	Total Funds to Private School
T003E20010	EDUCATIONAL SERVICES UNIT 10	KEARNEY	NE	168,523	256	LEXINGTON	44	28,965
						KEARNEY CHRISTIAN	1	658
T003M20094	LINCOLN PUBLIC SCHOOLS	LINCOLN	NE	179,996	223	PIUS X HIGH SCHOOL	5	4,036
T003E90043	PAPILLION-LAVISTA PUBLIC SD #27	LAVISTA	NE	65,422	92	OMAHA ARCHDIOCESE	28	19,911
						BOYSTOWN	3	2,133
T003A90179	UNION CITY BOARD OF EDUCATION	UNION CITY	NJ	93,613	177	ST. AUGUSTINE	28	14,809
						ST. ANTHONY	8	4,231
						MOTHER SETON	22	11,636
T003A20109	TAOS MUNICIPAL SCHOOLS	TAOS	NM	170,000	314	ENOS GARCIA MS	7	3,790
T003A10250	COMMUNITY SCHOOL DISTRICT 14	BROOKLYN	NY	175,000	438	BETH RACHEL	140	55,936
T003A00207	COMMUNITY SCHOOL DISTRICT 24Q	MIDDLE VILLAGE	NY	202,500	2,605	ST STANISLAUS KOSTKA	20	1,555
						OUR LADY OF SORROWS	50	3,887
						HOLY CROSS	58	4,509
T003A10056	COMMUNITY SCHOOL DISTRICT 28	FOREST HILLS	NY	175,000	316	YESHIVA TIFERETH MOSHE	32	17,722
						YESHIVA OHR HAIM	34	18,829
						YESHIVA DON REVEL	43	23,813
T003E20008	N.Y.C. COMMUNITY SCH DIST 30Q	LONG ISLAND CIT	NY	180,000	286	HEBREW ACADEMY	54	33,986
T003A90111	NEW YORK BD OF ED/S SHORE HIGH	BROOKLYN	NY	258,680	450	YESVHIA HARAMA	20	11,497
						YESHIVA BE'ER HAGOLA	65	37,365
T003L00061	NEW YORK CITY BD OF EDUC/CSD 2	NEW YORK	NY	169,958	306	TRANSFIGURATION	103	57,208
T003A80142	NEW YORK CITY BOARD OF EDUCATI	BROOKLYN	NY	185,074	251	YESHIVA ATERES YISROEL	40	29,494
						ST JUDE	20	14,747
T003A90297	NEW YORK CITY BOARD OF EDUCATI	BROOKLYN	NY	95,301	203	A. FANTIS	23	10,798
T003E20135	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	140,000	428	ST. JUDE SCHOOL	3	981
						YESHIVA RITZAHD	4	1,308

TABLE 1
(Continued)

Grant #	Grantee	City	State	Grant Amount	Number of LEPs Served	Private School	Number of LEPs Served	Total Funds to Private School
T003L20014	NEW YORK CITY PUBLIC SCHOOLS	BROOKLYN	NY	180,000	67	YESHIVA R'TZAHD-KESHER	6	16,119
						YESHIVA ATEREA YISROEL	8	21,493
						ST. JUDE	3	8,060
T003M20065	NEW YORK CITY PUBLIC SCHOOLS (6	BROOKLYN	NY	275,000	945	BE'ER HAGOLA HS	60	17,460
						HARAMA HS	20	5,820
T003A80068	NYC BOARD OF EDUCATION	BROOKLYN	NY	210,547	1,040	ST. JOSEPH'S SCHOOL	15	3,037
T003A10290	ONTARIO SCHOOL DISTRICT 8C	ONTARIO	OR	174,620	455	ST. PETER SCH.	2	768
T003A10003	YAMBILL EDUCATION SERVICE DIST	MCMINNVILLE	OR	174,679	166	SEVENTH DAY ADVENTIST	6	6,314
						WEST VALLEY ACAD.	4	4,209
T003A80248	READING SCHOOL DISTRICT	READINGS	PA	98,520	1,131	ST. PETER'S EL. SCHOOL	35	3,049
T003A10305	LITTLE WOUND SCHOOL BOARD	KYLE	SD	175,000	125	LITTLE WOUND	125	175,000
T003A20248	SHANNON COUNTY SCHOOL DIST 65-	BATESLAND	SD	170,000	493	OUR LADY OF LOURDES	76	26,207
T003E80034	MEMPHIS CITY SCHOOL	MEMPHIS	TN	83,347	175	MEMPHIS HEBREW ACADE	3	1,429
						HUTCHISON SCHOOL	1	476
T003E90167	REPUBLIC OF PALAU/BUREAU OF ED.	KOROR	TT	87,650	790	EMMAUS HS	78	8,654
						BETHANIA HS	62	6,879
						BELAU MODEKNGAI SCH	34	3,772
						PALAU MISSION ACADEMY	34	3,772
						MINDSZENTY HS	90	9,985
T003A20039	PROGRESO IND SCHOOL DISTRICT	PROGRESO	TX	170,000	150	PROGRESO PRIMARY SCH.	150	170,000
T003E10020	SAN FELIPE DEL RIO CONSOLIDATED	DEL RIO	TX	167,473	213	BIBLE WAY	33	25,947
T003C10001	ARLINGTON PUBLIC SCHOOLS	ARLINGTON	VA	132,248	128	ST. THOMAS MORE	25	25,830
T003N10015	FAIRFAX COUNTY PUBLIC SCHOOLS	ANNANDALE	VA	158,000	3,041	KEY INTERMEDIATE	17	883
T003L10079	ST. STEPHEN'S INDIAN SCHOOL	FREMONT COUN	WY	157,250	466	ST STEPHEN'S INDIAN SCH	219	73,901
Total							3,030	$1,422,709

Table 2 shows all Part A grants which were awarded to "private" grantees. Private grantees were defined as those which labelled themselves as one of the following on their grant application: a private university, a profit organization, a community based organization, a 501 3 (C) organization, a private industry council, or a non-profit. There were 11 grants in Part A programs awarded to private grantees, totaling $1.55 million in grant amount. A number of grantees (n = 48) failed to list an applicant type, and thus Table 2 also may not be a comprehensive list.

Projects in Part A programs are indicated by the middle letter of the grant number, as follows:

A = Transitional Bilingual Education
J = Family English Literacy
L = Special Populations Program

TABLE 2

Private Grantees Participating in Part A Programs

Grant #	Grantee	City	State	Grant Amount	Grant Title
T003A80127	FOUNDATION OF ORGANIZED RESOURCES	CHOCTAW	OK	$101,040	BASIC TRANSIONAL PROJECT FOR NES & LEA KICKAPOO STUDENTS IN GRADES K-9
T003J10043	INTERCULTURAL DEV RESEARCH ASSN	SAN ANTONIO	TX	159,469	PARENTS AS LANGUAGE LEARNERS A PROGRAM TO DEVELOP ENGLISH LITERACY
T003J10082	LA MAESTRA AMNESTY CTR/SAN DIEGO	SAN DIEGO	CA	142,355	LA MAESTRA LITERACY FOR FAMILIES (HISPANIC)
T003J10086	OAKLAND ARC ASSOCIATES, INC.	OAKLAND	CA	145,440	FAMILY ACADEMY FOR ENGLISH LITERACY
T003J10136	CALIFORNIA HUMAN DEVELOPMENT CORP	SANTA ROSA	CA	60,001	COMMUNITY LITERACY CENTERS AT HEAD START SITES FOR LIMITED ENGLISH PRO
[illegible]0028	INTERNATIONAL INST SAINT LOUIS	ST. LOUIS	MO	144,514	A PROPOSAL TO PROVIDE A FAMILY ENGLISH LITERACY PROGRAM TO ADULT REFU
[illegible]91	YAKIMA VALLEY O. I. C.	YAKIMA	WA	149,405	YAKIMA VALLEY O.I.C. FAMILY LITERACY CENTERS: PROPOSES TO PROVIDE A PR
[illegible]00071	INTERCULTURAL DEV RESEARCH ASSN	SAN ANTONIO	TX	176,487	A SPECIAL POPULATIONS PROJECT FOR GIFTED AND TALENTED FOR LIMITED-ENGL
T003L10022	THE ROSEMOUNT CENTER	WASHINGTON	DC	116,105	LANGUAGE ENRICHMENT PROGRAM FOR PRESCHOOLERS (LEPP)
T003L10023	THE NETWORK, INC.	ANDOVER	MA	179,382	PRISM: PROCESS IN SCIENCE METHODS
T003L20051	INTERCULTURAL DEV RESEARCH ASSOC	SAN ANTONIO	TX	177,334	PROJECT ADELANTE-PROGRAM TO ASSIST BILINGUAL PRESCHOOL CLASSES
Total				**$1,551,542**	

Table 3 shows all Part C grants which were awarded to "private" grantees. The total grant amount in Part C programs awarded to private grantees was $6.0 million for 39 projects. A total of $7.5 million in Part A and Part C funds went to private grantees.

Projects in Part C programs are indicated by the middle letter of the grant number, as follows:

R = Educational Personnel Training
T = Fellowship Program
V = Short-Term Training

TABLE 3

Private Grantees Participating in Part C Programs

Grant #	Grantee	City	State	Grant Amount	Grant Title
T003R00033	HOFSTRA UNIVERSITY	HEMPSTEAD	NY	$107,676	PROJECT BRIDGES-BILINGUAL RESOURCES IN DIVERGENT INSTRUCTIONAL ENVIRO
T003R00051	SAN JOSE STATE UNIVERSITY	SAN JOSE	CA	185,942	BILINGUAL PARAPROFESSIONAL TRAINING PROGRAM
T003R00068	NATIONAL COLLEGE OF EDUCATION	EVANSTON	IL	248,260	PROJECT REACT IS A THREE-YEAR TRAINING PROGRAM TO PROVIDE MAINSTREAM
T003R00082	UNIVERSITY OF FINDLAY	FINDLAY	OH	119,264	FUNDS WILL BE USED TO EXPAND AND ENHANCE A MASTERS PROGRAM IN TEACHI
T003R00087	SAN DIEGO STATE UNIVERSITY FDN	SAN DIEGO	CA	218,857	THE SPANISH-ENGLISH LANGUAGE PROFICIENCY PROJECT IN SCHOOL PSYCHOLO
T003R00122	UNIVERSIDAD METROPOLITANA	RIO PEIDRAS	PR	164,481	A THREE YEAR CAPACITY BUILDING PROGRAM TO MEET THE GROWING NEED FOR
T003R00125	TEXAS WESLEYAN UNIVERSITY	FORT WORTH	TX	131,378	GRADUATE AND INSERVICE TRAINING PROGRAMS FOR BILINGUAL/ESL TEACHING P
T003R10006	FORDHAM UNIV. GRADUATE SCH. OF ED	NEW YORK	NY	183,531	PROJECT REACHING EXCEPTIONAL LEARNERS THROUGH LANGUAGE ACQUISITION
T003R10015	UNIVERSITY OF MIAMI	CORAL GABLES	FL	247,213	MASTER IN TESOL TRAINING AND CERTIFICATION (MTTC)
T003R10025	NEW YORK UNIVERSITY	NEW YORK	NY	89,780	BILINGUAL MATHEMATICS EDUCATION TRAINING
T003R10048	SETON HALL UNIVERSITY	SOUTH ORANGE	NJ	238,432	BILINGUAL EDUCATION TEACHER TRAINING AND COUNSELING PROGRAM
T003R10067	RESEARCH FOUND.-CUNY BROOKLYN COL	NEW YORK	NY	189,486	EDUCATIONAL PERSONNEL TRAINING PROGRAM
T003R10080	CALIFORNIA LUTHERAN UNIVERSITY	THOSAND OAKS	CA	139,036	THE TRAINING OF BILINGUAL MS/SS TEACHERS
T003R10081	LONG ISLAND UNIVERSITY	BROOKVILLE	NY	96,028	GRADUATE TRAINING OF BILINGUAL GUIDANCE COUNSELORS
T003R10096	UNIVERSITY OF FINDLAY	FINDLAY	OH	220,000	FUNDS WILL BE USED TO PROVIDE SCHOLARSHIP AID TO PREPARE ELEMENTARY A
T003R10139	UNIVERSITY OF NEW YORK-BUFFALO	BUFFALO	NY	214,772	EARLY CHILDHOOD ELEMENTARY EDUCATION AND SECOND LANGUAGE ACQUISITI
T003R20011	FAIRFIELD UNIV.	FAIRFIELD	CT	95,340	TRAINING GRANT IN BILINGUAL-MULTI-CULTURAL SPECIAL EDUCATION TO TRAIN
T003R20041	BROWN UNIVERSITY	PROVIDENCE	RI	142,723	PROJECT PRAISE-PARTNERSHIPS REACHING ADMINISTRATORS IN SCHOOL ENVIRO
T003R20078	UNIV OF ST. THOMAS	HOUSTON	TX	78,860	UNIVERSITY OF ST. THOMAS ELEMENTARY ADDITIVE PROGRAM--A PROJECT TO RE
T003R20083	UNIV OF ST. THOMAS	HOUSTON	TX	184,095	UNIVERSITY OF ST. THOMAS ELEMENTARY BILINGUAL EDUCATION/ENGLISH AS A S
T003R20107	MERCY COLLEGE	DOBBS FERRY	NY	176,715	BILINGUAL EDUCATION SUCCESSFUL INSTRUCTORS
T003T00005	STANFORD UNIVERSITY	STANFORD	CA	252,432	BILINGUAL EDUCATION: FELLOWSHIP PROGRAM
T003T00009	UNIV OF SOUTHERN CALIFORNIA	LOS ANGELES	CA	295,760	
T003T00014	NEW YORK UNIVERSITY	NEW YORK	NY	56,244	"DOCTORAL FELLOWSHIP PROGRAM--NEW YORK UNIVERSITY"
T003T00018	TEACHERS COLLEGE/COLUMBIA UNIV	NEW YORK	NY	312,205	TEACHERS COLLEGE BILINGUAL/BICULTURAL EDUCATION FELLOWSHIP PROGRAM

TABLE 3
(Continued)

Grant #	Grantee	City	State	Grant Amount	Grant Title
T003T00024	GEORGETOWN UNIVERSITY	WASHINGTON	DC	123,340	
T003T00029	UNIVERSITY OF SAN FRANCISCO	SAN FRANCISCO	CA	65,080	MULTICULTURAL EDUCATION PROGRAM DOCTORAL FELLOWSHIPS
T003T00036	SUNY RES FDN/BUFFALO	BUFFALO	NY	58,695	BILINGUAL EDUCATION FELLOWSHIP PROGRAM: SPECIAL EDUCATION, EARLY CHIL
T003T00040	UNIV. OF THE PACIFIC/STOCKTON	STOCKTON	CA	106,861	
T003T00042	SETON HALL UNIVERSITY	SOUTH ORANGE	NJ	230,500	SETON HALL UNIVERSITY BILINGUAL FELLOWSHIP PROGRAM
T003T00045	SUNY RES FDN/ALBANY	ALBANY	NY	77,700	FELLOWSHIP PROGRAM IN BILINGUAL EDUCATION
T003T10002	TRUSTEES OF BOSTON UNIVERSITY	BOSTON	MA	89,912	"BILINGUAL FELLOWSHIP PROGRAM: DOCTORATE IN LITERACY, LANGUAGE, AND CU
T003T10003	UNIV OF PENNSYLVANIA	PHILADELPHIA	PA	110,645	APPLICATION FOR IHE PARTICIPATION IN THE BILINGUAL EDUCATION FELLOWSHI
T003T10007	PRESIDENT & FELLOWS OF HARVARD CO	CAMBRIDGE	MA	169,824	FELLOWSHIPS FOR DOCTORAL STUDENTS IN BILINGUALISM AND MULTICULTURALIS
T003T20001	ST. JOHN'S UNIVERSITY	JAMAICA	NY	111,360	MULTIDISCIPLINARY PROGRAM LEADING TO A PROFESSIONAL DIPLOMA (POST-MAS
T003V10038	BROWN UNIVERSITY	PROVIDENCE	RI	96,130	PROJECT CARES: COOPERATIVE APPROACHES TO RESPONSIVE EDUCATION FOR S
T003V10051	INTERCULTURAL DEV RESEARCH ASSN	SAN ANTONIO	TX	134,480	PROJECT TNT (TEACHERS NEED TEACHERS)
T003V20008	CENTER FOR APPLIED LINGUISTICS	WASHINGTON	DC	139,858	THE INTEGRATION OF LANGUAGE AND CONTENT INSTRUCTION: A TRAINING PROGR
T003V20088	BROWN UNIVERSITY	PROVIDENCE	RI	83,204	PROJECT MAINSTREAM, ESL/BILINGUAL TRAINING FOR MAINSTREAM ELEMENTARY
Total				**$5,986,100**	

Table 4 shows the total amounts and percentages of Part A funds by state that went to serving private school LEP students. The largest percentages were in South Dakota and the Pacific Trust Territories. Private school LEP students were reported to be served in 23 of the 49 states receiving Part A grants.

TABLE 4

Percentage of Part A Funding to Private Schools

State	Total Part A Funding	Part A Funding-Private Schools	Funding-Private Schools
AK	$815,037	$0	0.00%
AL	520,530	0	0.00%
AR	96,700	0	0.00%
AZ	6,228,478	0	0.00%
CA	52,243,793	65,152	0.12%
CO	2,694,334	1,875	0.07%
CT	172,313	0	0.00%
DC	686,955	0	0.00%
FL	2,143,331	4,796	0.22%
GA	160,000	0	0.00%
GU	158,966	0	0.00%
HI	926,064	0	0.00%
IA	872,113	23,448	2.69%
ID	487,880	0	0.00%
IL	3,305,301	77,218	2.34%
IN	382,664	0	0.00%
KS	676,000	42,324	6.26%
KY	486,796	4,432	0.91%
LA	1,686,433	0	0.00%
MA	3,611,795	157,044	4.35%
MD	740,548	10,361	1.40%
ME	1,339,340	33,164	2.48%
MI	2,856,235	29,535	1.03%
MN	752,585	0	0.00%
MO	380,664	0	0.00%

TABLE 4
(Continued)

State	Total Part A Funding	Part A Funding-Private Schools	Funding-Private Schools
MS	505,304	0	0.00%
MT	1,974,358	0	0.00%
ND	1,841,584	0	0.00%
NE	578,941	55,703	9.62%
NH	163,799	0	0.00%
NJ	395,776	30,675	7.75%
NM	6,369,539	3,790	0.06%
NY	23,347,436	395,623	1.69%
OH	451,395	0	0.00%
OK	8,068,235	0	0.00%
OR	2,434,302	11,290	0.46%
PA	707,637	3,049	0.43%
PR	310,301	0	0.00%
RI	570,597	0	0.00%
SC	40,440	0	0.00%
SD	1,447,289	201,207	13.90%
TN	83,347	1,905	2.29%
TT	244,255	33,063	13.54%
TX	8,464,622	195,947	2.31%
UT	712,757	0	0.00%
VA	406,830	26,713	6.57%
VI	122,889	0	0.00%
WA	2,353,276	0	0.00%
WY	785,809	73,901	9.40%
Total	**$146,805,573**	**$1,482,216**	**1.01%**

Table 5 shows separately for Part A and Part C the total amounts and percentages of funds by state which were provided to private grantees. Private grantees received 1 percent of all Part A funds and 25 percent of all Part C funds.

TABLE 5

Percentage of Part A and Part C Funding to Private Grantees

State	Total Part A Funding	Part A Funding-Private Grantees	Percentage Funding-Private Grantees	Total Part C Funding	Part C Funding-Private Grantees	Percentage Funding-Private Grantees
AK	$815,037	$0	0.00%	$0	$0	0.00%
AL	520,530	0	0.00%	0	0	0.00%
AR	96,700	0	0.00%	0	0	0.00%
AZ	6,228,478	0	0.00%	802,758	0	0.00%
CA	52,243,793	347,796	0.67%	4,580,370	1,263,967	27.60%
CO	2,694,334	0	0.00%	1,440,765	0	0.00%
CT	172,313	0	0.00%	415,980	95,340	22.92%
DC	686,955	116,105	16.90%	362,498	263,198	72.61%
FL	2,143,331	0	0.00%	854,308	247,213	28.94%
GA	160,000	0	0.00%	43,145	0	0.00%
GU	158,966	0	0.00%	0	0	0.00%
HI	926,064	0	0.00%	106,636	0	0.00%
IA	872,113	0	0.00%	0	0	0.00%
ID	487,880	0	0.00%	25,000	0	0.00%
IL	3,305,301	0	0.00%	1,092,408	248,260	22.73%
IN	382,664	0	0.00%	240,872	0	0.00%
KS	676,000	0	0.00%	132,497	0	0.00%
KY	486,796	0	0.00%	0	0	0.00%
LA	1,686,433	0	0.00%	417,296	0	0.00%
MA	3,611,795	179,392	4.97%	551,730	259,736	47.08%
MD	740,548	0	0.00%	203,504	0	0.00%
ME	1,339,340	0	0.00%	0	0	0.00%
MI	2,856,235	0	0.00%	416,420	0	0.00%
MN	752,585	0	0.00%	0	0	0.00%
MO	380,664	144,514	37.96%	180,395	0	0.00%

TABLE 5
(Continued)

State	Total Part A Funding	Part A Funding-Private Grantees	Percentage Funding-Private Grantees	Total Part C Funding	Part C Funding-Private Grantees	Percentage Funding-Private Grantees
MS	505,304	0	0.00%	0	0	0.00%
MT	1,974,358	0	0.00%	575,306	0	0.00%
ND	1,841,584	0	0.00%	184,588	0	0.00%
NE	578,941	0	0.00%	0	0	0.00%
NH	163,799	0	0.00%	0	0	0.00%
NJ	395,776	0	0.00%	588,932	468,932	79.62%
NM	6,369,539	0	0.00%	1,293,546	0	0.00%
NY	23,347,436	0	0.00%	3,002,282	1,674,194	55.76%
OH	451,395	0	0.00%	339,264	339,264	100.00%
OK	8,068,235	101,040	1.25%	327,759	0	0.00%
OR	2,434,302	0	0.00%	494,498	0	0.00%
PA	707,637	0	0.00%	261,070	110,645	42.38%
PR	310,301	0	0.00%	354,913	164,481	46.34%
RI	570,597	0	0.00%	381,636	322,057	84.39%
SC	40,440	0	0.00%	0	0	0.00%
SD	1,447,289	0	0.00%	0	0	0.00%
TN	83,347	0	0.00%	0	0	0.00%
TT	244,255	0	0.00%	0	0	0.00%
TX	8,464,622	513,290	6.06%	3,549,785	528,813	14.90%
UT	712,757	0	0.00%	228,846	0	0.00%
VA	406,830	0	0.00%	492,383	0	0.00%
VI	122,889	0	0.00%	0	0	0.00%
WA	2,353,276	149,405	6.35%	375,253	0	0.00%
WY	785,809	0	0.00%	0	0	0.00%
Total	$146,805,573	$1,551,542	1.06%	$24,316,643	$5,986,100	24.62%

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1992 Title VII, Part A Projects Serving Native American Students

Short Turnaround Report, No. 15

Prepared by:

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Submitted:

September 8, 1993

FY92 Title VII, Part A Projects Serving Native American LEP Students

This report provides information on FY92 Title VII, Part A projects which served Native American LEP students. The report describes the number of Part A projects, the average number of Native American LEP students served per project, and the number of LEP students in each of the Native American language groups served. Four Part A programs served Native American LEP students: the Transitional Bilingual Education Program, the Special Alternative Instructional Program, the Special Populations Program, and the Special Alternative Instructional Program (Recent Arrivals Priority).

Table 1 presents the number of projects serving "any" as well as "only" Native American students in the four Part A programs. Of all of the projects (N=165) serving Native American LEP students , 75 percent of the projects served (N=124) only Native American students. The majority of the projects serving either "any" or "only" Native American LEP students were in the Transitional Bilingual Education Program.

TABLE 1

Number of 1992 Part A Projects that Served Native American Students

Program Title	Number of Projects Serving Any Native American Students	Number of Projects Serving Only Native American Students
Transitional Bilingual Education Program	103	85
Special Alternative Instructional Program	52	30
Special Populations Program	9	8
Special Alternative Instructional Program (Recent Arrivals Priority)	1	1
Total	**165**	**124**

Table 2 describes the total number of Native American LEP students and the average number of students per project for each of the Part A programs. The average number of Native American students in Part A projects with Native American students was 155. The Transitional Bilingual Education Program had the largest number of Native American students (N=16,515) with an average of 160 students per project.

TABLE 2

Number of Native American LEP Students Served in 1992 Part A Projects

Progam Title	Number of Native American LEP Students	Mean Number of Native American Students Per Project*
Transitional Bilingual Education Program	16,515	160
Special Alternative Instructional Program	7,176	138
Special Populations Program	1,557	173
Special Alternative Instructional Program (Recent Arrivals Priority)	356	356
Total	**25,604**	**155**

*Includes only projects with at least one Native American student.

Table 3 presents the number of Native American LEP students for Part A programs by language group. The Navaho language group had the largest number (N=5,979) of Native American LEP students across all projects, followed by Cherokee (N=4,353) and Dakota (N=2,875) language groups.

TABLE 3

Number of Native American LEP Students Served in 1992 Part A Programs* by Language Group

Language	TBE	SAI	SP	SAIR	Total
Navaho	5,302	677	0	0	**5,979**
Cherokee	2,945	1,281	117	10	**4,353**
Dakota	2,301	571	0	3	**2,875**
Choctaw	314	1,124	24	303	**1,765**
Blackfoot	876	24	211	0	**1,111**
Arapaho	58	512	299	0	**869**
Shoshoni	58	636	167	0	**861**
Pima	739	0	0	0	**739**
Muskogee	506	157	25	25	**713**
Zuni	38	0	540	0	**578**
Cree	188	188	0	0	**376**
Salish	168	127	0	0	**295**
Ojibwa	73	193	0	0	**266**
San Carlos	0	215	0	0	**215**
Tewa	118	93	0	0	**211**
Kickapoo	59	23	125	0	**207**
Atsina	167	36	0	0	**203**
Tiwa	98	91	2	0	**191**
Passamaquoddy	175	0	0	0	**175**
Eskimo	0	158	0	0	**158**
Keres	60	91	0	0	**151**
Osage	54	71	23	0	**148**
Northern Paiute	0	147	0	0	**147**
Arikara	143	0	0	0	**143**
Cheyenne	110	31	0	0	**141**
French Cree	138	0	0	0	**138**
Shawnee	40	81	0	0	**121**
Sahaptian	99	17	0	0	**116**
Yaqui	105	0	0	0	**105**
Hidatsa	102	0	0	0	**102**
Inupik	0	98	0	0	**98**
Kutenai	89	4	0	0	**93**
St. Lawrence Island Yupik	91	0	0	0	**91**
Havasupai	90	0	0	0	**90**

TABLE 3
(Continued)

Language	TBE	SAI	SP	SAIR	Total
Yuma	80	0	0	0	80
Walapai	74	0	0	0	74
Chiricahua	0	72	0	0	72
Crow	68	0	0	0	68
Tligit	65	0	0	0	65
Towa	60	0	0	0	60
Apache	51	7	0	0	58
Iroquois	58	0	0	0	58
Mandan	54	0	0	0	54
Ponca	18	33	0	1	52
Pawnee	18	33	0	0	51
Yupik	0	44	0	0	44
Delaware	0	32	0	0	32
Quapaw	0	26	0	0	26
Miami	0	25	0	0	25
Omaha	22	0	0	0	22
Chiwere	19	0	0	0	19
Nez Perce	0	17	0	0	17
Haida	14	0	0	0	14
Seneca	0	8	0	0	8
Winnebago	8	0	0	0	8
Comanche	0	0	0	8	8
Fox	0	7	0	0	7
Algonquian	3	3	0	0	6
Kiowa	0	0	0	5	5
Achumawi	0	4	0	0	4
ALeut	0	3	0	0	3
Hopi	0	3	0	0	3
Caddo	0	0	0	1	1
Unspecified	599	213	24	0	836
Total	**16,515**	**7,176**	**1,557**	**356**	**25,604**

* TBE = Transitional Bilingual Education; SAI = Special Alternative Instructional Program; SP = Special Populations Program; SAIR = Special Alternative Instructional Program (Recent Arrivals Priority)

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Overview of FY92 Part A and Part C Title VII Grant Applications

Short Turnaround Report, No. 16
(Supercedes STR No. 8)

Prepared by:

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(Contract # T292001001)

Submitted:

September 29, 1993

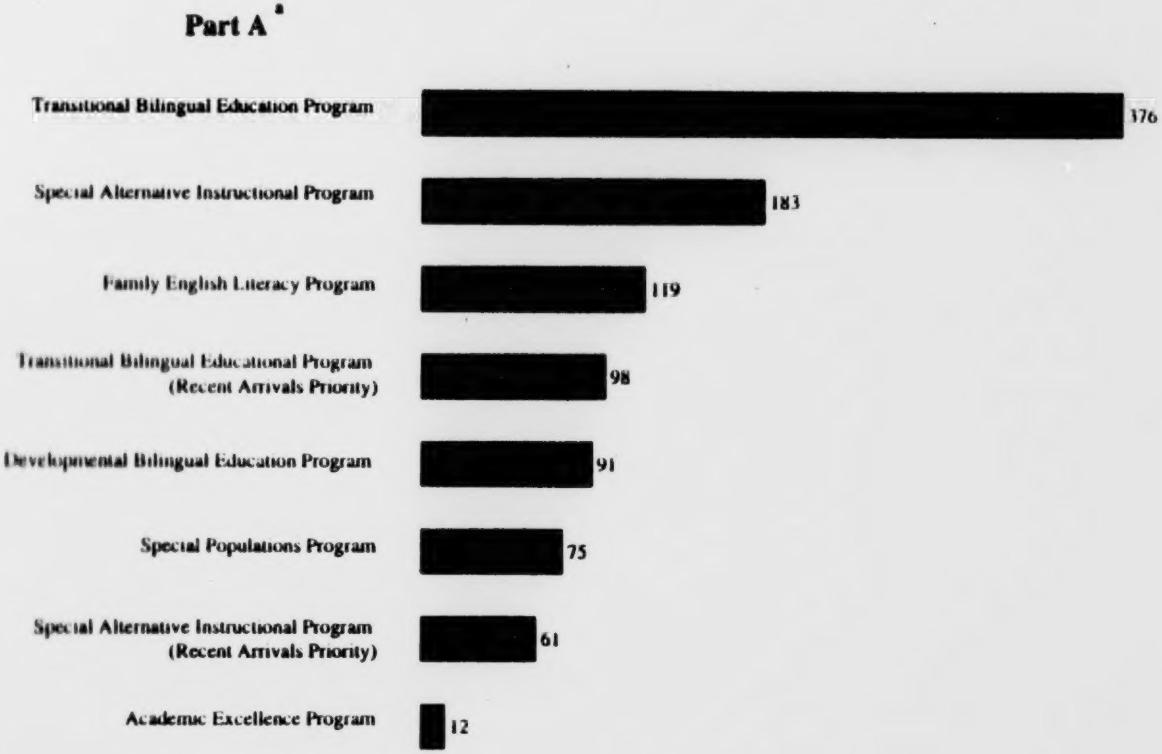
Overview of FY92 Part A and Part C Title VII Grant Applications

This report reviews Fiscal Year 1992 Title VII grant applications for Part A and Part C programs (Part B programs are not included in this overview). In FY92, a total of 2,139 Part A and Part C applications were received by the Department of Education. Of these, 1,759 were applications for Part A programs and 380 were applications for Part C programs. There were 1,275 new grant applications and 864 continuing grant applications. Figures 1 through 4 present data on the number of Part A applications for new and continuing projects and the number of new and continuing projects that were funded. Figures 5 through 8 present data on the number of Part C applications for new and continuing projects and the number of new and continuing projects that were funded. Figures 9 through 12 present total obligated amount for new and continuing programs and mean grant amount by program type.

Figure 1 presents the number of applications for new Part A grants by program type. Among all applications for new Part A grants (N=1015), slightly more than a third (N=376) were for the Transitional Bilingual Education Program.

Figure 1

Number of FY92 Grant Applications for New Title VII, Part A Projects

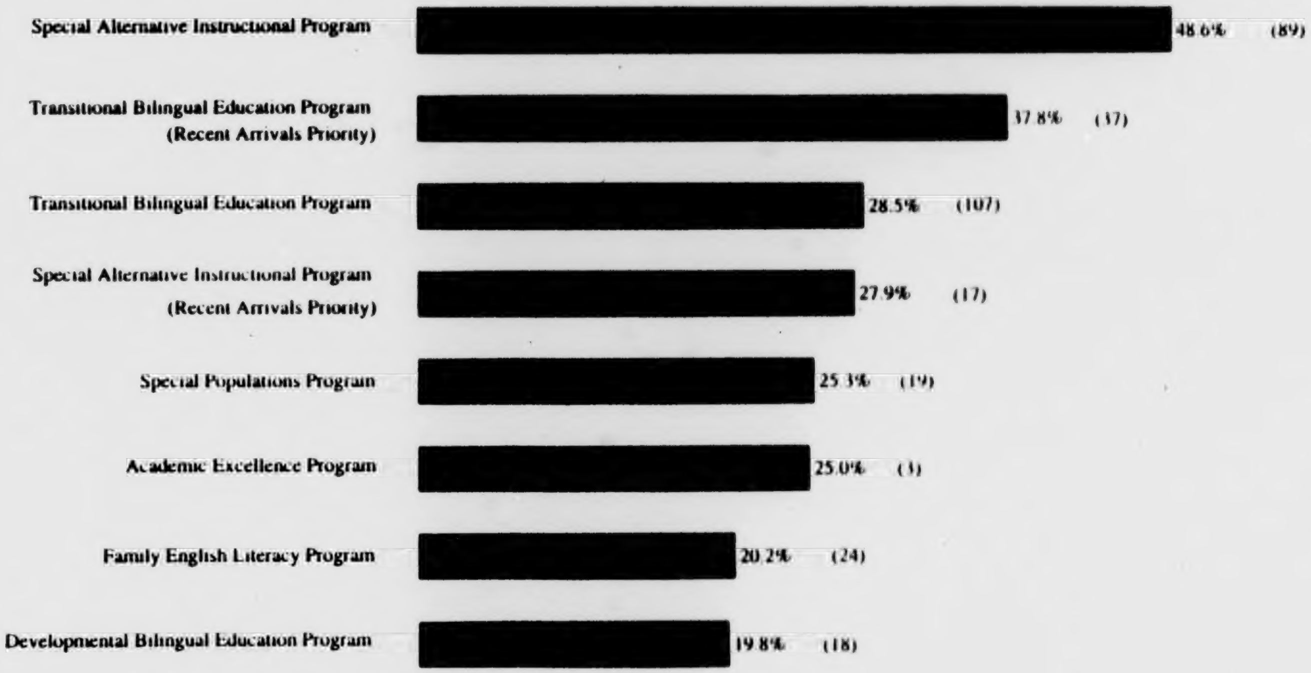


[a] There were no FY92 applications for new Part A grants in the categories of Developmental Bilingual Education Program (Magnet School Priority) and Special Alternative Instructional Program (Magnet School Priority).

Figure 2 presents the percentages of Part A applications for new projects which were funded. Approximately 49 percent of the applications for the Special Alternative Instructional projects were funded, representing the largest percentage of funded applications among all programs. The smallest percentage of applications which were funded was in the Developmental Bilingual Education Program (19.8 percent).

Figure 2

Percentages of FY92 Applications for New Title VII, Part A Grants Which Were Funded



Part A[a]

[a] There were no FY92 applications for new Part A grants in the Developmental Bilingual Education Program (Magnet School Priority) and the Special Alternative Instructional Program (Magnet School Priority). The number in parentheses indicates the number of grants awarded within each program.

Figure 3 shows the number of applications for continuing Part A grants by program type. The Transitional Bilingual Education Program received the largest number (N=431) of applications. The Developmental Bilingual Education Program (Magnet Schools Priority) and the Special Alternative Instructional Program (Magnet Schools Priority) each received only 2 applications. All but 11 of the applications for continuing Part A grants were funded. The continuing applicants who were not funded were in the Transitional Bilingual Education Program (N=7), Developmental Bilingual Education Program (N=1), Special Alternative Instructional Program (N=2), and Transitional Bilingual Education Program (Recent Arrival Priority) (N=1).

Figure 3

Number of FY92 Grant Applications for Continuing Title VII, Part A Projects

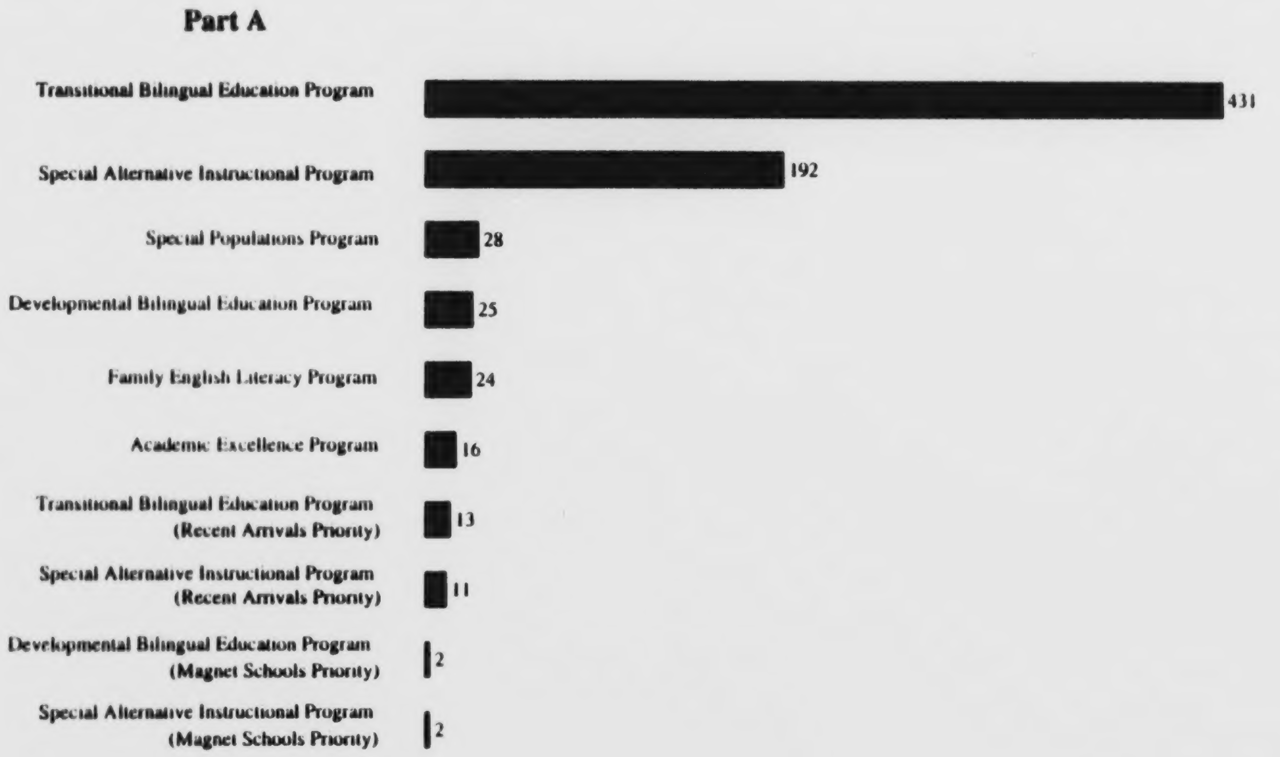


Figure 4 shows the total number of Part A applications which were funded. Of a total of 1,047 funded new and continuing Part A projects, 531 projects were in the Transitional Bilingual Education Program. The Special Alternative Instructional Program (N=279) represented 26 percent of all funded Part A projects.

Figure 4

Total Number of FY92 Title VII, Part A Grants

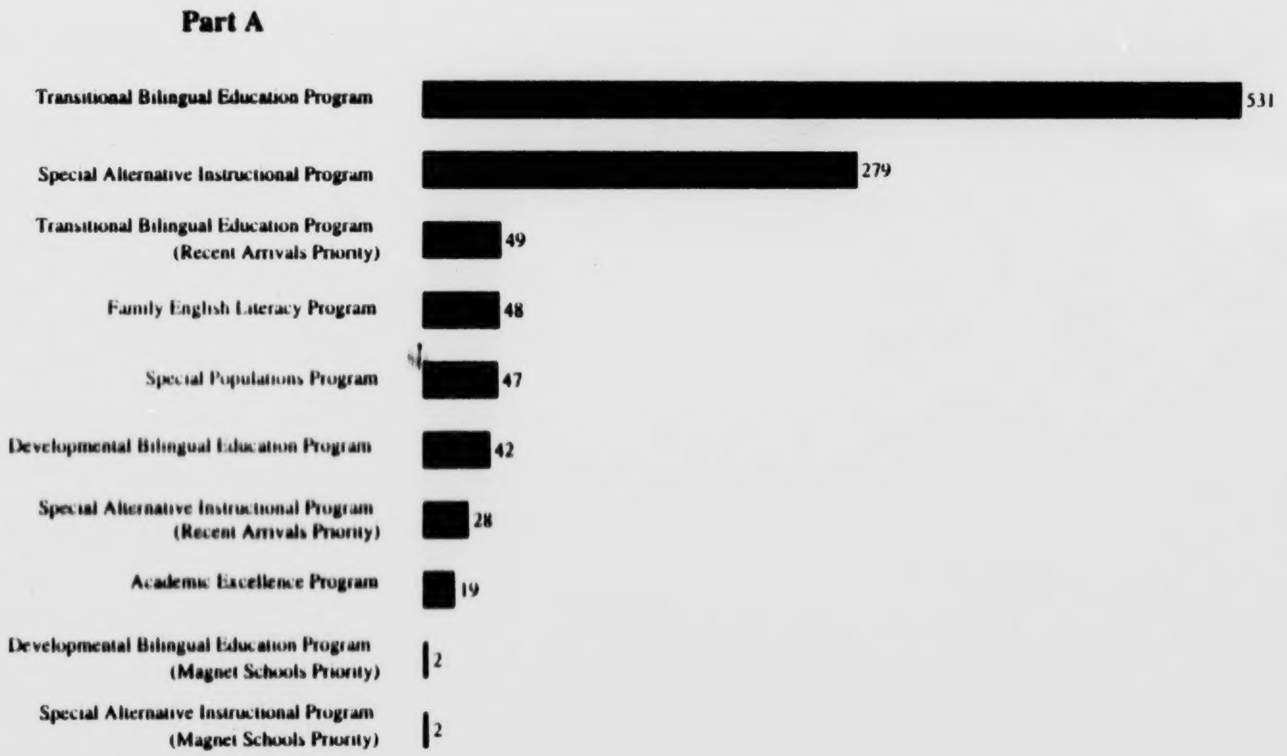


Figure 5 shows the number of grant applications for new Part C projects. Of the 260 applications for new grants, 157 applications were for Educational Personnel Training projects, representing 60 percent of applications for new projects. Another 90 applications, 35 percent of applications for new projects, were for Short-Term Training projects.

Figure 5

Number of FY92 Grant Applications for New Title VII, Part C Projects

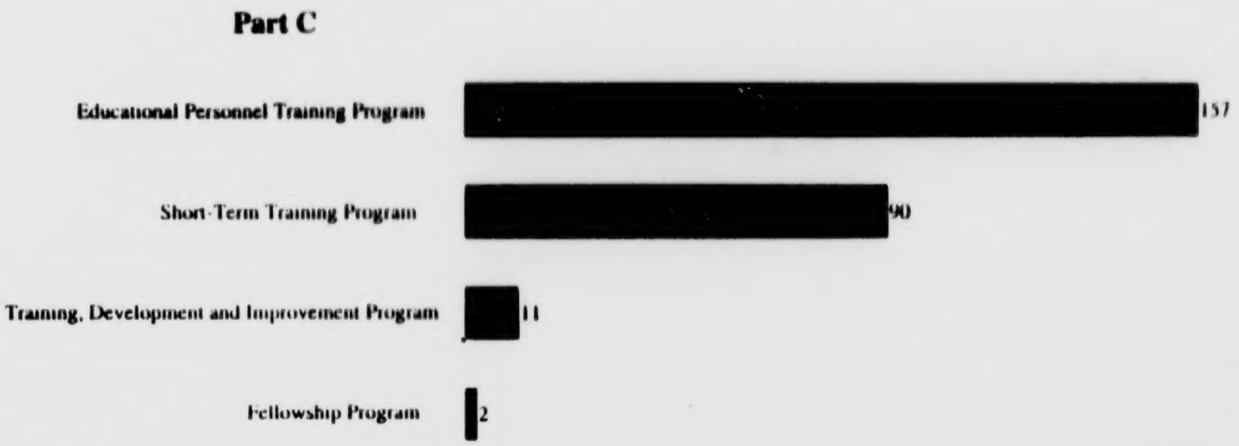


Figure 6 presents the percentages of Part C applications for new projects which were funded. Both of the two applications for new Fellowship projects were funded. The smallest percentage of applications which were funded was in the Short-Term Training Program (17.8 percent).

Figure 6

Percentages of FY92 Applications for New Title VII, Part C Grants Which Were Funded

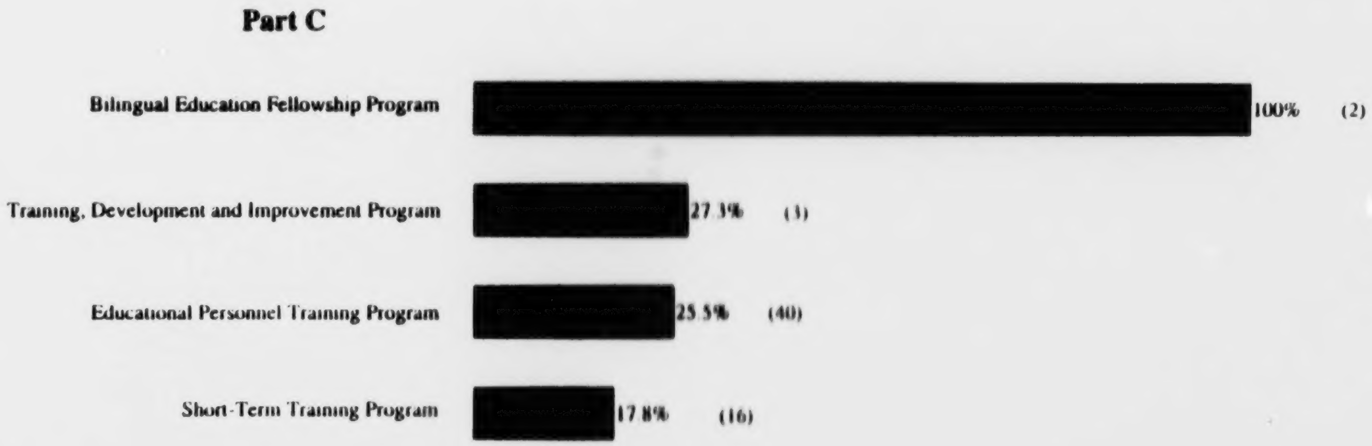


Figure 7 shows the number of applications for continuing Part C grants by program type. Of the 120 grant applications for continuing projects, the Educational Personnel Training Program received the largest number of applications (N=55), followed by the Fellowship Program (N=38) and the Short-Term Training Program (N=24). All but 6 of these applications were funded. The non-funded grant applications included 1 in the Fellowship Program, 2 in the Short-Term Training Program, and all 3 applications for the Training, Development and Improvement Program.

Figure 7

Number of Grant Applications for Continuing Title VII Part C Projects

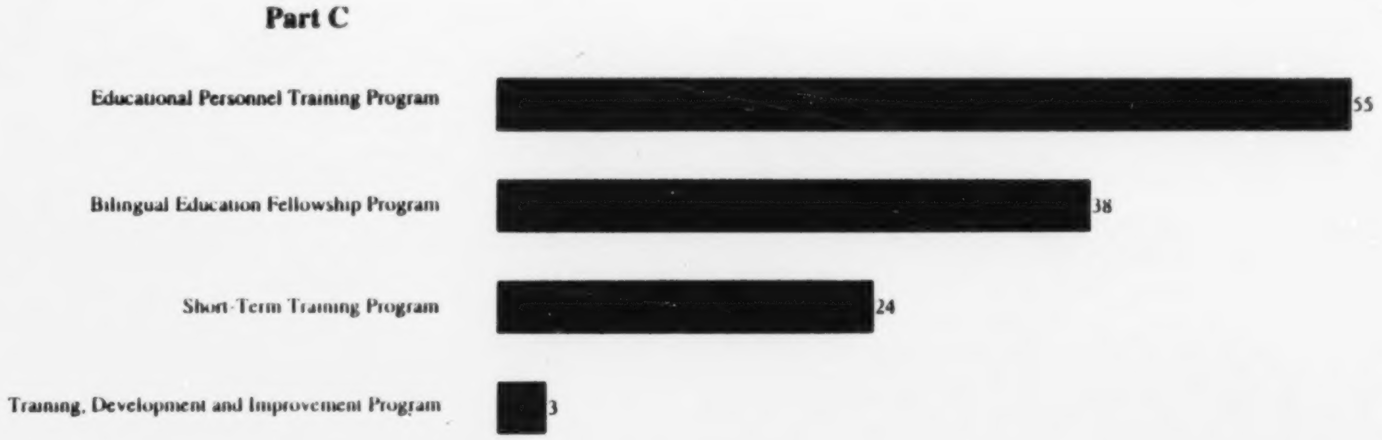


Figure 8 shows the total number of Part C grant applications which were funded. Among 175 funded new or continuing Part C projects, over half of the projects (N=95) were in Educational Personnel Training Program. The Short-Term Training and Bilingual Education Fellowship Programs had a similar number of applications, 38 and 39 respectively, which were funded.

Figure 8

Total Number of FY92 Title VII Part C Grants

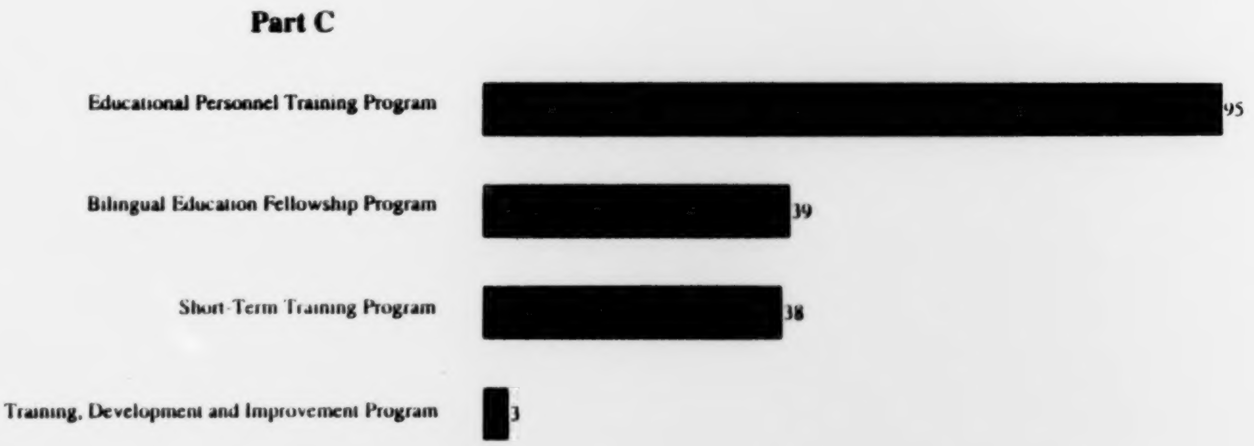
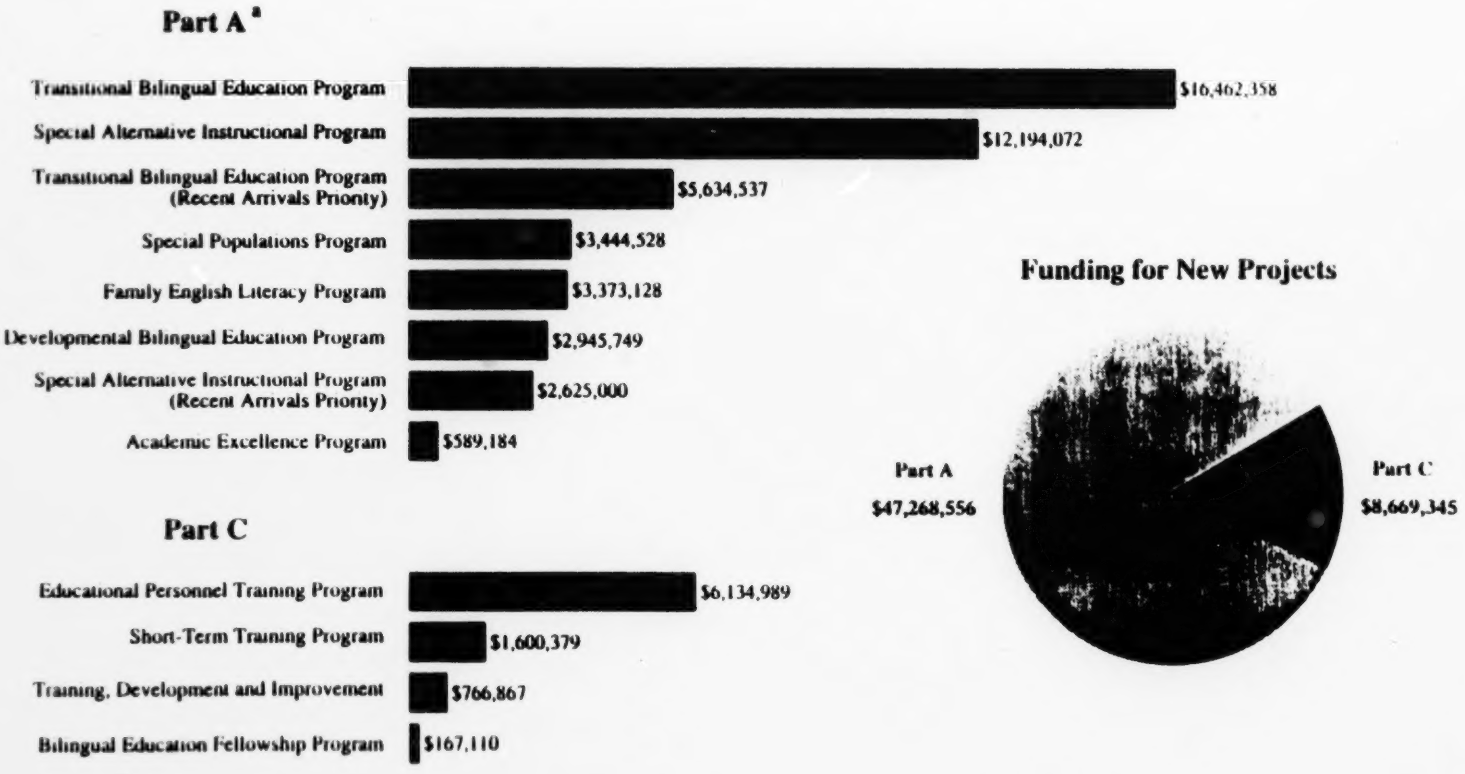


Figure 9 shows the amount of total obligated funds for new Part A and Part C grants. About $47.3 million were awarded to new Part A projects. Of all Part A programs, the Transitional Bilingual Education Program received the largest amount of funding ($16.5 million) for new projects, followed by the Special Alternative Instructional Program ($12.2 million) and the Transitional Bilingual Education Program (Recent Arrivals Priority) ($5.6 million). The Academic Excellence Program received the smallest amount of funding ($0.6 million) for new projects. Approximately $8.7 million was awarded to new Part C projects. Educational Personnel Training projects received the largest amount of funding ($6.1 million) for new projects, followed by Short-Term Training projects ($1.6 million) [illegible] Development and Improvement projects ($0.8 million), and Bilingual Education Fellowship projects ($0.2 million). It should be noted that there were no FY92 Title VII applications for new Part A grants in the Developmental Bilingual Education Program (Magnet Schools Priority) and the Special Alternative Instructional Program (Magnet Schools Priority).

Figure 9

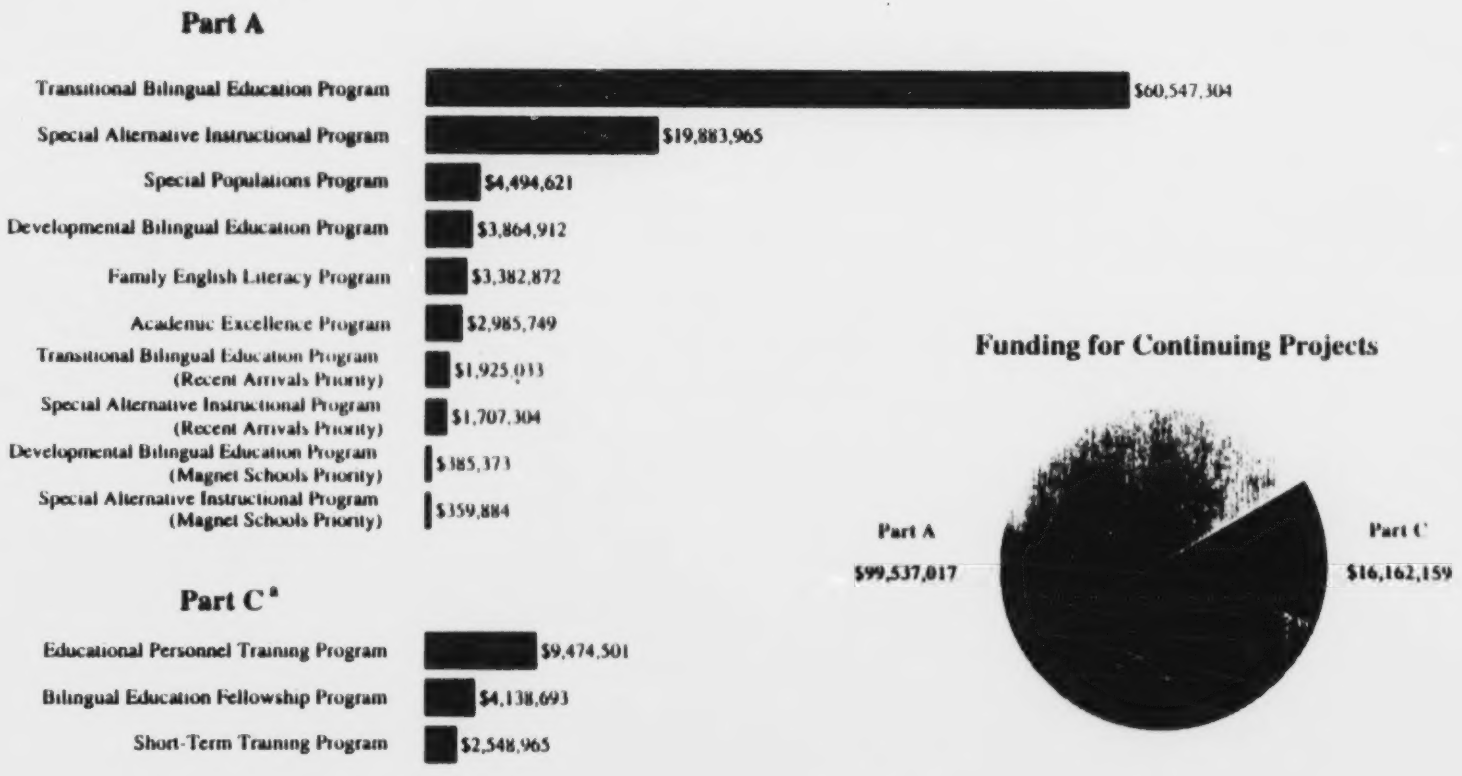
Total Obligated Funds for New FY92 Title VII Grants by Program Type



[a] There were no FY92 applications for new Part A grants in the Developmental Bilingual Education Program (Magnet Schools Priority) and the Special Alternative Instructional Program (Magnet Schools Priority).

Figure 10 presents the amount of total obligated funds for continuing Part A and Part C grants. Among Part A programs, the Transitional Bilingual Education Program received the largest amount of funding ($60.5 million) for continuing projects, followed by the Special Alternative Instructional Program ($19.9 million) and the Special Populations Program ($4.5 million). Of the Part C programs, the Educational Personnel Training Program received the largest amount of funding ($9.5 million) for continuing projects, followed by the Bilingual Education Fellowship Program ($4.1 million) and the Short-Term Training Program ($2.5 million). There were no continuing Part C grants in the Training, Development and Improvement Program.

Figure 10
Total Obligated Funds for Continuing FY92 Title VII Grants by Program Type



[a] There were no continuing Part C grants in the Training, Development and Improvement Program

Figure 11 presents the funding amounts for all Part A and Part C projects. Part A programs received $147 million in FY92, while Part C programs received $25 million. itional Bilingual Education Programs received the largest amount of funding ($77 million), followed by Special Alternative Instructional Programs ($32 million) and Educational Personnel Training Programs ($15.6 million).

Figure 11

Total Obligated Funds for FY92 Title VII Grants by Program Type

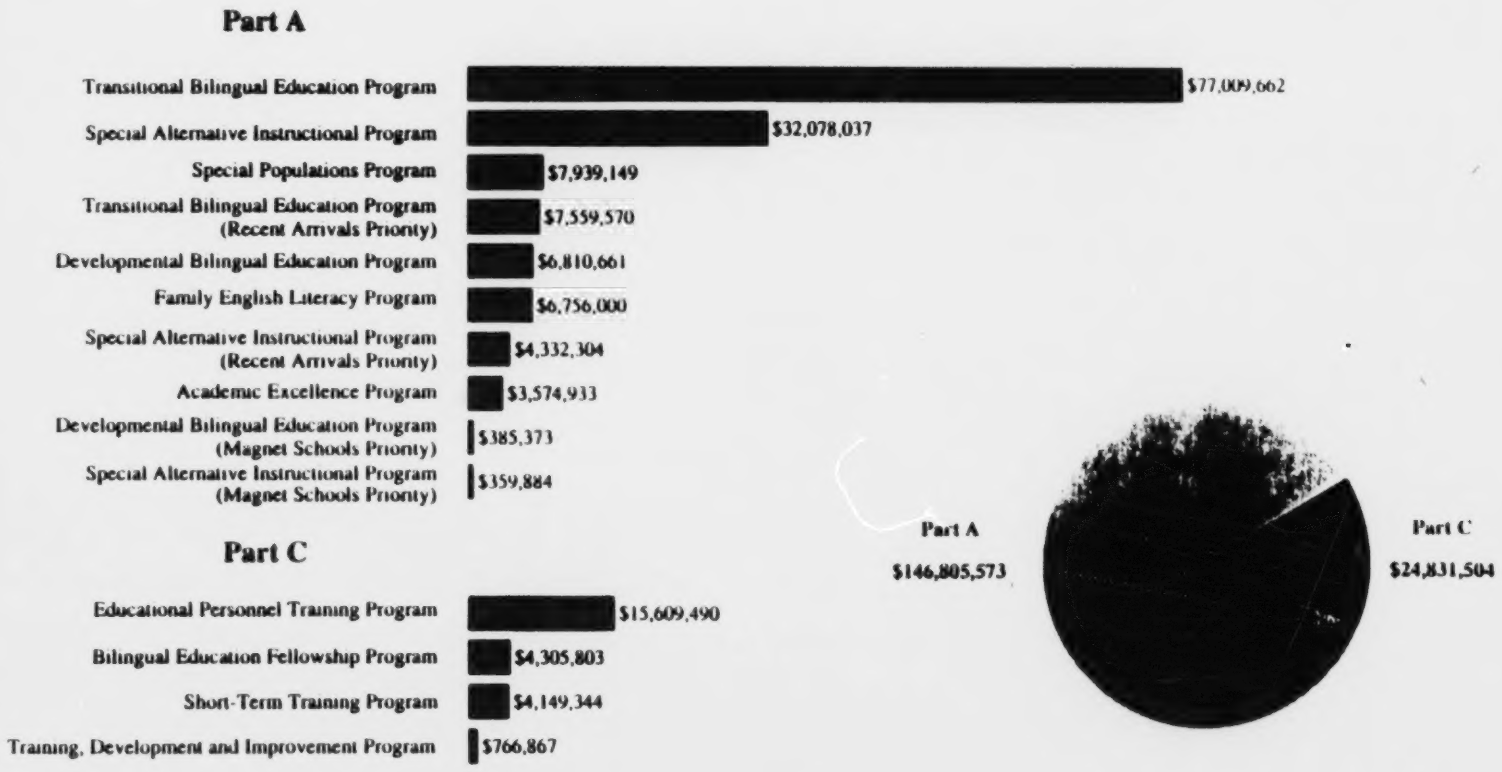
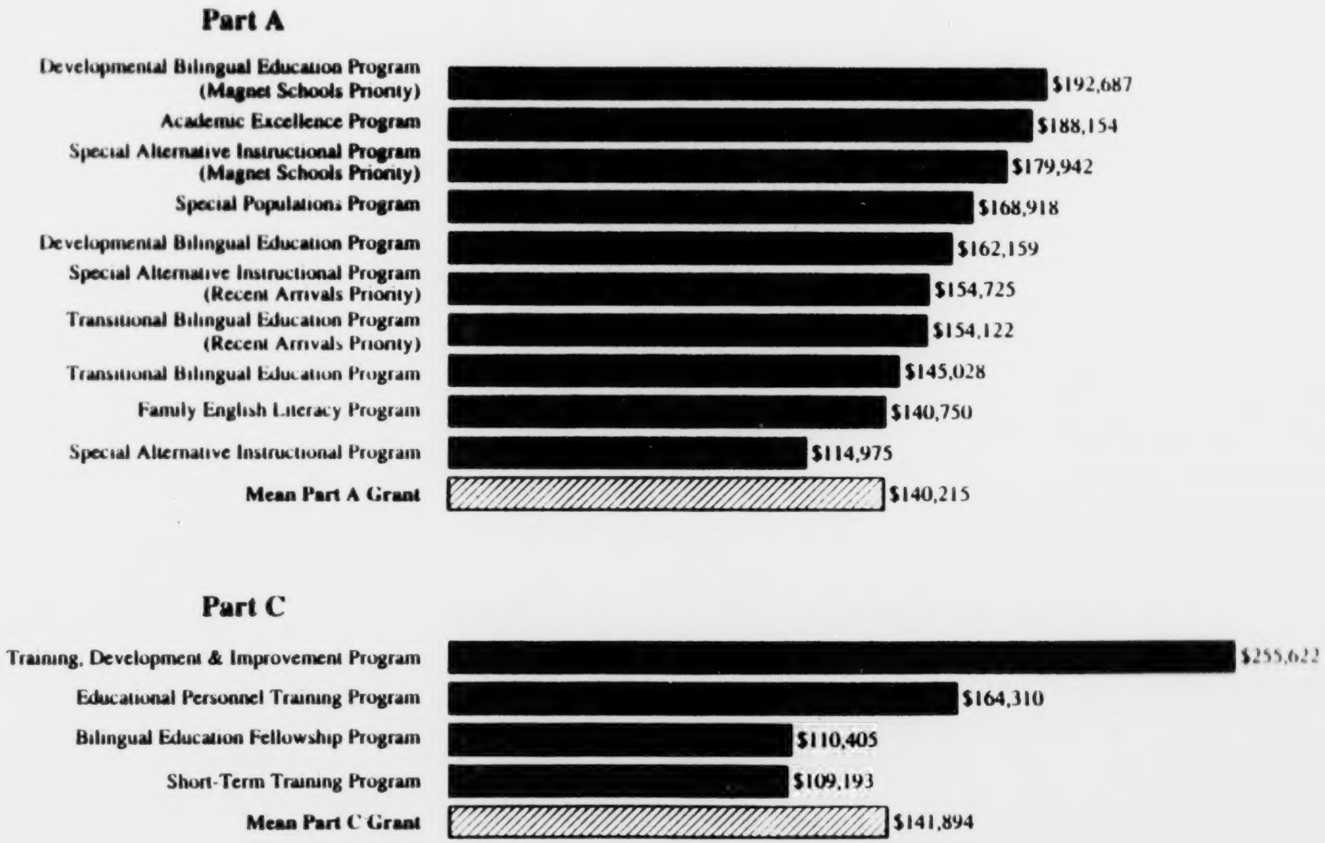


Figure 12 shows the mean grant amount for each Part A and Part C program. The mean grant amount for Part A programs was $140,215, while the mean grant amount for Part C programs was $141,894. The highest mean amount of obligated funds ($192,687) was found for projects within the Developmental Bilingual Education Program (Magnet Schools Priority), while the lowest mean amount of obligated funds ($109,193) was found for projects within the Short-Term Training Program.

Figure 12

Mean Grant Amount for FY92 Title VII Grants by Program Type



SIAC
Special Issues Analysis Center

Review of FY69-90 Title VII Database

Short Turnaround Report, No. 17

Prepared by:

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(703) 276-0677
(Contract # T292001001)

Submitted:

September 29, 1993

Review of the FY69-90 Title VII Database

The purpose of this report is to identify problems with the FY69-90 database and to suggest possible approaches for addressing the problems. The goal is to make the database a more complete and valuable file. In the following sections, we discuss problems with CFDA codes, problems in identifying specific school districts, data entry errors, and the comprehensiveness of the file. The report concludes with a list of suggested short turnaround reports which could be prepared to address the identified problems.

A. Problems With CFDA Codes

The Table of Review of CFDA Codes on the FY69-90 Database presents the CFDA codes by year. The following problems are identified:

1. Inconsistent CFDA codes

CFDA codes are not consistent across years 1976-1986. For example, 003A was assigned to Bilingual Education Basic Programs in 1984, but to Special Alternative Instructional Programs in 1985, and to Transitional Bilingual Instructional Programs in 1986.

CFDA codes also are not consistent within years. For example, in 1984, both 003A and 003C are described as "Bilingual Education Basic Program - Limited English Speaking." Without formal documentation for the CFDA codes, it is unclear what these CFDA codes represent, and why and how the same programs are assigned different codes.

2. Records without CFDA codes

Programs in years prior to 1976 were not given CFDA codes. For the years 1976 to 1978, very few programs were given CFDA codes, and there are no definitions for the codes given. However, since we know that the early projects were essentially TBE programs, they could be coded as such.

B. Problems with Identification of Individual Districts

For many analyses, it will be important to identify the specific school districts that were funded. This will allow analyses of the numbers of Title VII grants received by districts across years. There are a number of problems, however, with the identification of specific districts. For example, in New York City the community school districts are sometimes identified as separate school districts, and sometimes as part of the overall New York City system. This issue is not resolved by referring to the Employer Identification Number (EIN), which is used inconsistently in the New York City system. In other cases, the administrative structure of the education system makes unclear whether the district itself or a higher level of organization should be considered to be the recipient organization. This is particularly likely to be the case in

California, where county school systems (which are intermediate units) receive grants and then provide services through local school systems. A third example of ambiguity involves BIA and Indian controlled schools, which are not parts of public school districts. Decisions will need to be made regarding how these cases should be handled. We will make recommendations to OBEMLA, and then will implement the decisions. The decisions in these cases will also be applied to the current application files so that there is consistency throughout.

C. Problems With Data Entry: Apparent Out-of-Range Values

A preliminary analysis of total obligated amount of funding by program type and year reveals some problems with data entry. There are several apparent out-of-range values, i.e., some values appear to be well below or above the normal range of the total obligated amount of funding. For example, the total obligated amount of funding was more than $8 million for a project in 1970 (AA70036), while it was $36 and $90 for two projects in 1984 (G008425121 and G00820268, respectively). Therefore, it will be necessary to obtain any data available to correct these types of errors. Where corrected data are not available, the amount of funding would need to be indicated as missing.

D. Comprehensiveness of File

The FY69-90 database is not a comprehensive Part A and Part C database. There are several program types not included in the database since the file was apparently created with a focus on local education agencies (LEAs) as recipients. It would be extremely useful to make this file as comprehensive as possible by including programs that are not on the file. Some of the missing programs include the Educational Personnel Training Program, the Family English Literacy Program, and the Bilingual Education Fellowship Program.

E. Suggested Short Turnaround Reports

In light of the problems identified with the FY69-90 database, several short turnaround reports are suggested. These suggested reports are presented in the order that we view as most appropriate and logical for correcting the problems and improving the usefulness of the database.

1. Development of a comprehensive database

The purpose of this report is to identify and add any FY69-90 projects that are not included in the FY69-90 database to ensure its comprehensiveness.

A. Tasks to be carried out

1. Using GCMS files and any other available documents, identify any FY69-90 projects that are missing in the FY69-90 database.
2. Incorporate missing projects into the FY69-90 database.

B. Product to be developed

A comprehensive FY69-90 database including all programs.

2. Identification of apparent out-of-range values

The purpose of this report is to examine the database and describe apparent out-of-range values.

A. Task to be carried out

Examine the FY69-90 database for apparent out-of-range values for selected variables (e.g., the total obligated amount of funding).

B. Product to be developed

A report on applications with out-of-range value(s) listed by program within each fiscal year.

3. Validation/correction of out-of-range values

This report will describe the steps taken to determine the validity of the out-of-range values and to identify correct values.

A. Tasks to be carried out

1. Investigate other sources of information in order to determine the validity of the of the out-of-range values that have been identified.
2. Obtain correct data for programs with incorrect values.
3. Make revisions/corrections to out-of-range values.

B. Product to be developed

A final comprehensive and corrected FY69-90 database with documentation of corrections made.

4. Development of a consistent CFDA code

The purpose of this report is to review and clarify CFDA codes in the FY69-90 database in order to make them consistent with current CFDA codes. The development of consistent CFDA codes will make possible analysis by program type across all years.

A. Tasks to be carried out

1. Clarify early CFDA category codes.
2. Identify where CFDA revisions of codes have occurred for specific programs.

B. Product to be developed

A plan for adding a new CFDA variable to the file which translates existing CFDA codes to a coding system which is consistent with the present codes. CFDA codes would be matched when program descriptions matched, but unique categories represented in earlier years would be retained (e.g., for the Desegregation Program Grants).

5. Creation of a database containing a consistent CFDA variable

The purpose of this report is to carry out the plan for creating a new CFDA variable which is consistent with current CFDA codes. The report will summarize the changes made.

A. Task to be carried out

Apply plan for adding a new CFDA variable so that CFDA use is consistent across years.

B. Product to be developed

A comprehensive FY69-90 database including all programs with a consistent CFDA variable across and within all years.

6. Development of a system for handling problems in the identification of district recipient organizations

The purpose of this report is to identify problems in identifying school district recipients of Title VII grants and to propose solutions to these problems.

A. Task to be carried out

Identify types and examples of problems in identifying school district recipients, and define strategies for dealing with the problems.

B. Product to be developed

A report outlining the types of problems that were found and presenting a specific recommendation to OBEMLA as to how to handle each type of problem.

7. Creation of a database with consistent identification variable for district recipient organizations.

Once OBEMLA has approved the proposed steps to be taken in resolving the problems relating to district identification, the new variable will be entered into the files.

A. Task to be carried out

Enter new identification variable into the FY69-90 file, and into the SIAC FY91 and FY92 files.

B. Products to be developed

1. A consistent district identification variable on all SIAC files.
2. A set of rules for ensuring that similar decisions are made in entering data in subsequent years.

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SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year One
(Volume III)

SEA Annual Survey Report
Draft SAIP Accountability System
Draft EPTP Accountability System

DEVELOPMENT ASSOCIATES, INC.

MANAGEMENT AND GOVERNMENTAL CONSULTANTS

1730 NORTH LYNN STREET • ARLINGTON, VIRGINIA 22209-2023

SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year One
(Volume III)

SEA Annual Survey Report
Draft SAIP Accountability System
Draft EPTP Accountability System

Submitted to:

Office of Bilingual Education and
Minority Languages Affairs
U.S. Department of Education

Prepared by:

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September 30, 1993

SPECIAL ISSUES ANALYSIS CENTER
YEAR ONE ANNUAL REPORT

Executive Summary

The Special Issues Analysis Center (SIAC), as a technical support center, provides assistance to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education. The purpose of the SIAC is to support OBEMLA in carrying out its mission to serve the needs of limited English proficient students. In this role, the SIAC carries out data analysis, research, and other assistance to inform OBEMLA decision-making. These activities are authorized under the Bilingual Education Act of 1988, Public Law 100-297.

The responsibilities of the SIAC are comprised of a variety of tasks. These tasks include data entry and database development, data analysis and reporting, database management design, design of project accountability systems, and policy-related research and special issues papers. In the first year of the SIAC, a database of FY92 Title VII applications was created and then updated through calls to project directors of all 1222 Title VII projects. Reports on the application data and on the updated project information are being provided to OBEMLA. The SIAC carried out data analysis and reporting on a short turnaround basis in response to requests from OBEMLA staff; these analyses were carried out using data from Title VII application database.

A design for a database management system was developed based on information gathered through interviews with OBEMLA staff regarding current data collection and reporting. Through the implementation of this system, OBEMLA will improve its capacity to report on applications received and on funded Title VII projects.

In a separate task, SIAC staff carried out discussions with program staff and reviewed the documentation on two programs (Educational Personnel Training Program and Special Alternative Instructional Program) and developed an accountability system for each. Data obtained through the proposed accountability systems could be used within the computerized database management system. Also in this year, the SIAC provided OBEMLA with a summary and analysis of FY92 SEA Title VII Grant Annual Reports.

In FY93, ED exercised nine task orders. Two of these, a focus group on active instructional models for LEP students, and a literature review of federally funded studies related to LEP students, have been completed. The remaining seven task orders will be completed in FY94. The remaining task orders include special issues papers on LEP Student Population Estimates, a Biennial Report to Congress on the Emergency Immigrant Education Program, and a review of assessment instruments used with LEP students. In addition, the task orders include a written focus group to prepare information for teachers on active learning for LEP students, graphic displays of MRC regions and Title VII program data, and an analysis of NELS:88 data for information on language minority and LEP students.

This Annual Report consists of five volumes, which include the overview report on the SIAC activities in Year One plus four additional volumes. These four volumes include copies of certain of the reports submitted to ED by the SIAC which are required to be included in this annual report.

- Volume I presents an overview of SIAC activities in Year One and a discussion of the implications of the Year One findings for Year Two planning.
- Volume II presents copies of the Short Turnaround Reports based on analyses of Title VII application data and other data related to LEP students which were submitted in Year One.
- Volume III includes three SIAC products: the Task 7 Summary Analysis of the Title VII SEA Grant Program Annual Survey Reports, the draft Task 5 accountability system for the Special Alternative Instructional Program, and the draft Task 5 accountability system for the Educational Personnel Training Program.
- Volume IV consists of the Task Order 1 Literature Review on Federally Funded Studies Related to LEP Students.
- Volume V consists of the Task Order 2 Focus Group Report on Active Learning Instructional Models for LEP Students.

VOLUME III, PART 1

Analysis of Title VII SEA Grant Progam:

Summary of the Bilingual Education State Educational Agency Program
Survey of States' Limited English Proficient Persons
and Available Educational Services

SPECIAL ISSUES ANALYSIS CENTER

Summary of the Bilingual Education State Educational Agency Program Survey of States' Limited English Proficient Persons and Available Educational Services 1991-1992

(Contract No. T292001001)

Prepared by:

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Catherine Abbott
William Strang
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Submitted to:

Office of Bilingual Education and
Minority Languages Affairs
U.S. Department of Education

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August 1993

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Executive Summary

The purpose of this report is to summarize the information submitted by State Education Agencies (SEAs) on the Survey of States' Limited English Proficient Persons and Available Education Services (SEA Survey) for the 1991-92 school year.

The SEA Survey is specifically authorized by Section 7032(b) of the Bilingual Education Act (20 U.S.C. 3302) and SEA Program regulations (34 CFR 548.10). The explicit purpose of the SEA Survey is to collect information on the number of limited English proficient (LEP) persons in the state and the educational services provided or available to them. The results of this annual data collection activity are used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available for LEP persons.

As a result of careful examination and review of each SEA Survey, verification of potential problem entries with the SEAs, and machine editing procedures, the results presented in this report provide an accurate portrayal of what the SEAs were reporting in 1991-92.[1] It should be noted, however, that these verification and editing exercises did not (and could not) address many of the concerns raised in a 1991 report to OBEMLA prepared by Atlantic Resources Corporation about the adequacies of within-state data collection procedures or lack of shared definitions across SEAs, either of which could lead to substantial inaccuracies.

Enrollment of LEP Students

The number of LEP students enrolled in public and nonpublic schools continued to increase in 1991-92. The 2,431,000 LEP students in 1991-92 represent an increase of almost 200,000 students compared to the prior year, and nearly 880,000 more LEP students in comparison to data reported for 1986-87, just five years earlier. As of 1991-92, LEP students comprised over 6 percent of the public school enrollment of students in grades K-12.

---

[1] Surveys were received from 46 states, the District of Columbia, American Samoa, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands. Pennsylvania, Virginia, West Virginia, and Guam did not participate in the SEA program, while Arkansas initially participated in FY 1992 and will not be required to file a Survey until FY 1993.

California enrolls the largest number of LEP students, 1,079,000. More than one in five of the public school students in the state are LEP, and the state accounts by itself for about 46 percent of the nation's LEP students. New Mexico also identifies 21 percent of its public school students as LEP students; Alaska, Arizona, and Texas each identify about 10 percent; and eight other states identify between 5 and 10 percent of their public school students as LEP.

Educational Condition of LEP Students

Lack of full response by the SEAs to the SEA Survey makes it difficult to generate a national picture of the educational condition of LEP students. SEAs reportedly face substantial problems in obtaining data on student performance classified by LEP status, and such indicators of educational condition as the number of dropouts also generate definitional problems within and across states.

Twenty-eight SEAs, which enroll a total of 422,327 LEP students, indicated that 9,642 LEP students, which is about 2.3 percent of their LEP students, were retained in grade during 1991-92; 31 SEAs, enrolling 593,202 LEP students, reported 11,864 LEP students, or about 2.0 percent of their states' LEP students, dropped out during that year.

Data about the performance of LEP students on tests covering academic areas are particularly questionable because information is provided only about the number of LEP students who score below state norms. The total number of LEP students tested, the total number eligible for testing but who were not tested, and other contextual data (such as the basis of the state norm for those reporting) that are needed to interpret the number of students reported are not available. Results for reading are provided by 30 SEAs, for mathematics by 26 SEAs, and for either science or social studies by 11 SEAs each. Those SEAs reported about 274,000 LEP students scored below state norms in reading, about 178,000 in mathematics, and both science and social studies saw about 112,000 scoring below state norms.

Identifying LEP Students

Who is identified as a LEP student depends on the definition of limited English proficiency and the method used for assessment. Most of the 46 SEAs that reported a definition base their definition of LEP status on a combination of a non-English language background and difficulties with speaking, reading, writing, and/or understanding English. This is not surprising since those criteria are at the heart of the federal definition of limited English proficiency. Non-English background is cited by 39 SEAs, and problems with speaking, reading, writing, and/or understanding are reported to be part of the definition of LEP status in 28 states. In 7 states, the SEA reported that defining LEP students was a local educational agency level concern.

All the 52 SEAs that provided information about the tests and other methods used to identify LEP students in their states indicated that multiple methods were used; on average, SEAs reported use of more than 8 methods, with a range from 2 to 12 for the 12 methods listed on the SEA Survey. More specifically, 51 SEAs used language proficiency tests, 48 used home language surveys, 43 used teacher observation, 41 used information from parents, and 40 or fewer SEAs used one or more of the 8 other methods listed on the SEA Survey.

Educational Programs for LEP Students

Nearly 1.9 million LEP students attending public or nonpublic schools were reported to be enrolled in special programs during the 1991-92 school year designed to meet their educational needs. Among public school students, 79.1 percent were enrolled in special programs, and 26.5 percent of nonpublic students were enrolled in special programs.

The largest proportions of LEP students were served in state and local programs, with those programs reportedly serving 49 percent of all LEP students. Among federal programs, Chapter 1 enrolled about 32 percent of LEP students, special education enrolled about 6 percent, and the Chapter 1 Migrant Education Program enrolled about 8 percent. The State Survey data suggest that the federal Title VII bilingual education programs enrolled about 262,000 LEP students. State and local bilingual education programs were reported to enroll 1,181,800 students, and ESL-only programs enrolled 647,000 LEP students. The SEAs report that more than 526,000

K-12 students, about 22 percent of all LEP students, were not enrolled in programs to meet their special educational needs during 1991-92.

1

Introduction

The purpose of this report is to summarize the information submitted by State Education Agencies (SEAs) on the Survey of States' Limited English Proficient Persons and Available Education Services (SEA Survey) for the 1991-92 school year. Data from earlier years' surveys are included as appropriate.

Submitting the SEA Survey is required of all SEAs participating in the State Education Agency Program of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education (ED). The State Education Agency Program (SEA Program) is authorized by Part B, Title VII (Bilingual Education Act), Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297.

Part B of the Bilingual Education Act provides for data collection, evaluation, and research activities. Funds shall be used for--

(1) collecting data on the number of limited English proficient persons and the services available to such persons,

(2) evaluating the operation and effectiveness of programs assisted under this subchapter,

(3) conducting research to improve the effectiveness of bilingual education programs, and

(4) collecting, analyzing, and disseminating data and information on bilingual education (section 3301).

The SEA Survey is one of the primary methods used to address these points, and it is specifically authorized by Section 7032(b) of the Bilingual Education Act (20 U.S.C. 3302) and

SEA Program regulations (34 CFR 548.10). The explicit purpose of the SEA Survey is to collect information on the number of limited English proficient (LEP) persons in the state and the educational services provided or available to them. The results of this annual data collection activity are used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available for LEP persons.[2]

Data requirements on the SEA Survey are focused on meeting the legislative mandate. SEAs must report the number of students and the number of LEP students separately for public and nonpublic schools. Other data for which the SEAs are responsible for collecting and reporting include: the methods used by their local educational agencies to determine limited English proficiency; educational condition of LEP students in terms of grade retention and dropout rates and relative achievement status of LEP students in math, science, reading, and other subjects; and the number of LEP students enrolled in special federal or state/local programs. The SEA Survey form also provides an opportunity for SEAs to provide explanations for wide (i.e., more than 10 percent) fluctuations in LEP enrollment compared to the prior school year. The 1991-92 SEA Survey is presented in Appendix C.

SEA Program

ED provides funds to the SEAs to assist them in carrying out the data collection, aggregation, analysis, and reporting of the data required in the SEA Survey. In addition, other activities can be carried out as long as the federal assistance supplements and, to the extent possible, increases the level of funds available for these activities. Other authorized activities may include:

> (1) the planning and development of educational programs such as those assisted under [the Bilingual Education Act];

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[2] The survey form itself is approved by the Office of Management and Budget with an expiration date of October 31, 1995.

(2) the review and evaluation of programs of bilingual education, including bilingual education programs that are not funded under [the Bilingual Education Act];

(3) the provision, coordination, or supervision of technical and other forms of nonfinancial assistance to local educational agencies, community organizations, and private elementary and secondary schools that serve limited English proficient persons;

(4) the development and administration of instruments and procedures for the assessment of the educational needs and competencies of persons of limited English proficiency;

(5) the training of state and local educational agency staff to carry out the purposes of [the Bilingual Education Act]; and

(6) other activities and services designed to build the capacity of state and local educational agencies to serve the educational needs of persons of limited English proficiency (section 3302(c)).

SEA Program Funding

The SEA Program was originally authorized as part of the Bilingual Education Act during reauthorization of the Act in 1974. The amount of the SEA Program grant award for an individual SEA is based on the amount received by Local Education Agencies (LEAs) with the provisions that no SEA can receive more than 5 percent of that amount, on one hand, or less than $75,000 ($50,000 in FY 1988) on the other. The total amount awarded in the 1988-1992 period has ranged from about $5.0 million in FY 1988 to about $6.8 million in FY 1992. Most SEAs (e.g., 46 of the 54 SEA grant recipients in FY 1990) receive the minimum award. Table 1 presents the amounts awarded to each participating SEA since FY 1988.

Table 1
Title VII, Part B, Funding to State Educational Agencies (SEAs)

SEA	Award Amounts by Fiscal Year				
	1988	1989	1990	1991	1992
Alabama	--	–	75,000	75,000	75,000
Alaska	50,000	75,000	75,000	75,000	75,000
Arizona	119,345	176,565	164,718	188,896	209,632
Arkansas	--	--	--	--	75,000
California	1,155,982	1,181,902	1,122,895	1,445,012	1,631,542
Colorado	51,567	75,000	75,000	75,000	75,000
Connecticut	50,000	75,000	75,000	--	75,000
Delaware	50,000	75,000	75,000	75,000	75,000
District of Columbia	50,000	75,000	75,000	75,000	75,000
Florida	99,642	94,039	75,000	75,000	75,000
Georgia	50,000	75,000	75,000	75,000	75,000
Hawaii	50,000	75,000	75,000	75,000	75,000
Idaho	50,000	75,000	75,000	75,000	75,000
Illinois	106,257	101,484	84,933	116,585	111,536
Indiana	50,000	75,000	75,000	75,000	75,000
Iowa	50,000	65,583	75,000	75,000	75,000
Kansas	50,000	66,996	75,000	75,000	75,000
Kentucky	50,000	75,000	75,000	75,000	75,000
Louisiana	69,226	75,000	75,000	75,000	75,000
Maine	50,000	75,000	75,000	75,000	75,000
Maryland	50,000	75,000	75,000	75,000	75,000
Massachusetts	101,788	88,379	75,000	93,910	124,597
Michigan	161,908	107,971	87,075	84,327	86,339
Minnesota	50,000	75,000	75,000	75,000	75,000
Mississippi	51,433	75,000	75,000	75,000	75,000
Missouri	50,000	75,000	75,000	75,000	75,000
Montana	50,200	75,000	75,000	75,000	75,000
Nebraska	50,000	75,000	75,000	75,000	75,000
Nevada	50,000	75,000	75,000	75,000	75,000
New Hampshire	50,000	75,000	75,000	75,000	75,000
New Jersey	57,790	75,000	75,000	75,000	75,000
New Mexico	156,921	174,134	177,426	193,943	207,009
New York	704,233	670,725	559,448	666,197	694,788
North Carolina	50,000	75,000	75,000	75,000	75,000
North Dakota	53,760	75,000	75,000	75,000	75,000
Ohio	51,443	75,000	75,000	75,000	75,000
Oklahoma	92,533	117,621	142,919	173,247	231,878
Oregon	50,000	75,000	75,000	75,000	75,000
Pennsylvania	--	--	--	--	--
Rhode Island	50,000	75,000	75,000	75,000	75,000
South Carolina	--	--	75,000	75,000	75,000
South Dakota	50,000	75,000	75,000	75,000	75,000
Tennessee	50,000	75,000	75,000	75,000	75,000
Texas	117,624	244,468	205,602	263,196	234,575
Utah	50,000	75,000	75,000	75,000	75,000
Vermont	50,000	75,000	75,000	75,000	75,000
Virginia	--	--	--	--	--
Washington	83,330	75,000	75,000	75,000	75,000
West Virginia	--	75,000	70,400	60,000	--
Wisconsin	50,000	75,000	75,000	75,000	75,000
Wyoming	50,000	50,000	59,584	62,585	65,744
American Samoa	50,000	75,000	75,000	75,000	75,000
F.S. Micronesia	50,000	--	--	--	--
Guam	50,000	75,000	75,000	75,000	75,000
Northern Marianas	50,000	75,000	75,000	75,000	--
Palau	50,000	75,000	59,584	75,000	75,000
Puerto Rico	50,000	75,000	75,000	75,000	75,000
U.S. Virgin Islands	50,000	75,000	75,000	75,000	75,000
Overall Total	4,984,992	6,065,167	5,899,584	6,497,898	6,822,740

Source: 1988, 1989, 1990: OBEMLA (1991), p. 28; 1991, 1992: GCMS File

In recent years, SEA participation in the program has been high, but not universal. In both FY 1988 and FY 1989, 52 SEAs participated; 54 participated in FY 1990. For FY 1991 and 1992, 53 of 57[3] participated. Two SEAs have not participated during the 1988-1992 period at all, Pennsylvania and Virginia. Arkansas' initial participation came in FY 1992.[4] The only other nonparticipating SEAs during this five-year period have been Alabama and South Carolina (1988 and 1989) and West Virginia (1988, 1991, and 1992).

Data Limitations

In 1990, OBEMLA contracted with Atlantic Resources Corporation (ARC) to assess the quality of data submitted by the SEAs. That study, entitled *An Analysis of Title VII State Educational Agency Grant Report Requirements*, uncovered problems in the collection and reporting of the data and made several suggestions for changes in procedures at the SEA and OBEMLA levels to improve data quality.[5] OBEMLA acted on these recommendations by developing a new reporting form and providing training to SEA personnel to ensure that those completing the forms agreed upon procedures and definitions. The new form went into effect for the 1991-92 school year, so some of the data from that year have no direct match to prior years because of item clarifications and other changes.[6]

In preparing this report on data for the 1991-92 school year, each SEA survey was closely examined to ensure that entries were logical and appropriate. (A full description of these procedures is provided in Appendix B.) When data were missing, illogical, or inappropriate, the SEA official responsible for submitting the SEA Survey was contacted, the potential problem was described, and the SEA was provided the opportunity to change its entry. Problems that involved errors in arithmetic were corrected as a step in data entry, and they were called to the attention of OBEMLA.

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[3] F.S. Micronesia became independent in 1991.

[4] Because FY 1992 was the first year of funding for Arkansas, no data from Arkansas' SEA Survey will be available until the 1992-93 SEA Survey.

[5] The findings and recommendations were presented to OBEMLA in 1991, and OBEMLA summarized them in the Condition of Bilingual Education, June 30, 1991.

[6] As an example of a data request that has been clarified, new directions state that the number of LEP students enrolled in programs to meet their educational needs (item I, A, 3) added to the number of LEP students not enrolled in such programs but who could benefit from participation (item I, A, 5) should sum to the total number of LEP students in the state reported in item I, A, 2. In years past, according to the ARC analysis, most SEAs interpreted this series of items quite differently and, therefore, provided non-equivalent data.

As a result of the close examination of each SEA Survey, verification of potential problem entries with the SEAs, and machine editing procedures, the results presented in this report provide an accurate portrayal of what the SEAs were reporting in 1991-92. It should be noted, however, that these verification and editing exercises did not (and could not) address many of the concerns raised in the ARC report about the adequacies of within-state data collection procedures or lack of shared definitions across SEAs, either of which could lead to substantial inaccuracies.[7]

This report also presents some data from the 1990-91 SEA Survey. As noted, the form was changed following that year, so some items do not match. Further, it was not possible to verify potentially problematic entries on the earlier form with SEA officials, so the only adjustments made to the 1990-91 data involve correcting arithmetic errors or correcting for obvious misunderstandings of the respondents (such as adding the sum of all Title VII participants to the number of participants in each Title VII program, which results in a duplicated count).

Structure of the Report

The balance of this report is presented in five sections. The first section highlights national data about the numbers of LEP students in grades K-12 identified by the SEAs. The second section describes the educational condition of LEP students in terms of retention rates, dropout rates, and levels of academic achievement. The procedures used to identify LEP students are the focus of the third section, with particular attention paid to differences in definitions of

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[7] As an example, the ARC report indicated that many SEA officials felt that the process of obtaining data on private school enrollments of LEP students is not improving or improvable; ARC concluded "[t]hat the number of LEP students reported by the SEAs in private schools gives a false impression of accuracy and completeness where such is not the case" (1991, p. 4-26). As a result, OBEMLA now requires that public and nonpublic LEP student counts be reported separately. In 1991-92, all 52 responding SEAs reported public school LEP enrollments, but only 38 reported counts for nonpublic schools.

LEP status across states. The fourth section indicates how many LEP students are receiving special program services and provides a summary of the programs available to LEP students. The final section includes discussions of findings and their implications, with an emphasis on data limitations. Three appendices are included: Appendix A is a summary of the methods used to compile, review, and verify the SEA Survey data used in this report; Appendix B includes supplementary tables, by SEA, for all data summarized in the body of the report; Appendix C is a copy of the 1991-92 SEA Survey form.

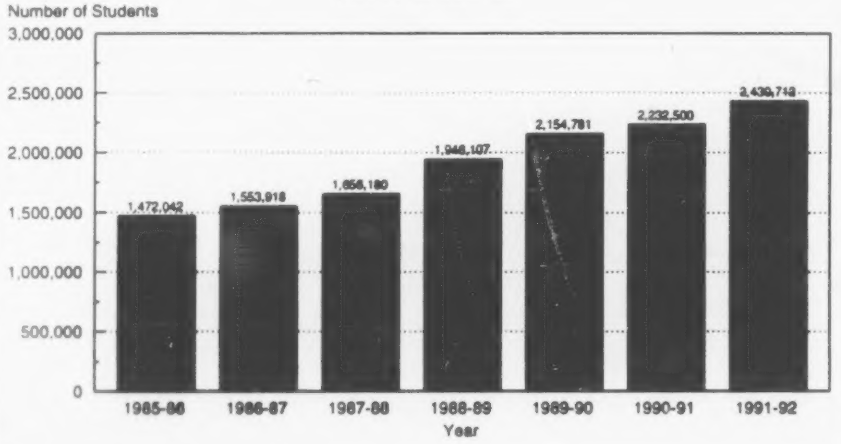
2

Enrollment of LEP Students

SEAs in the U.S. and territories reported that over 2,430,000 LEP students were enrolled in public or nonpublic elementary or secondary schools during the 1991-92 school year.[8] This count is almost 200,000 larger (9 percent) than the number reported for 1990-91 and reflects an upward trend over the past several years, as illustrated by Figure 1. Since 1985-86, yearly increases in the number LEP students have ranged from a low of 3.6 percent from 1989-90 to 1990-91 to a high of 17.5 percent from 1987-88 to 1988-89. The average yearly increase in number of LEP students during this period was 8.8 percent.

Figure 1

Trends in Enrollment of LEP Students, 1985-86 to 1991-92



Source: 1985-86, 1986-87, and 1987-88, ARC (1991)
1988-89 and 1989-90, OBEMLA (1991)
1990-91 and 1991-92, SEA Surveys

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[8] This reported count is not a national count of LEP students for several reasons. First, several SEAs do not participate in the SEA Program or the SEA Survey, and we can assume there are LEP students who reside in those states. Second, it is likely that some LEP students are not counted in some of the states simply because they are missed. Third, in previous years, according to the ARC report, SEA officials conceded that nonpublic school LEP students were probably undercounted. Fourth, the definition of LEP students varies across SEAs such that children counted in one state may not be considered as LEP and therefore not be counted if they moved to another state.

In the 1991-92 school year, the total number of LEP students enrolled in the nation's public and private schools increased by 9 percent over 1990-91. Three SEAs (Alabama, Oregon, and Utah) reported increases in LEP student enrollment of over 50 percent. A total of nine SEAs (18% of the total reporting) reported increases of more than 20 percent from the LEP enrollment in 1990-91. Ten SEAs reported decreases in LEP enrollment, and of these, only four reported decreases in LEP student enrollment of more than ten percent from 1990-91.

Out of the 42,791,000 total public and nonpublic students reported by the SEAs in 1991-92, 2,431,000 (almost 6%) were LEP. LEP students constituted over 6 percent of public student enrollment, while LEP students comprised only slightly more than 1 percent of nonpublic students. (Table 2)

Table 2

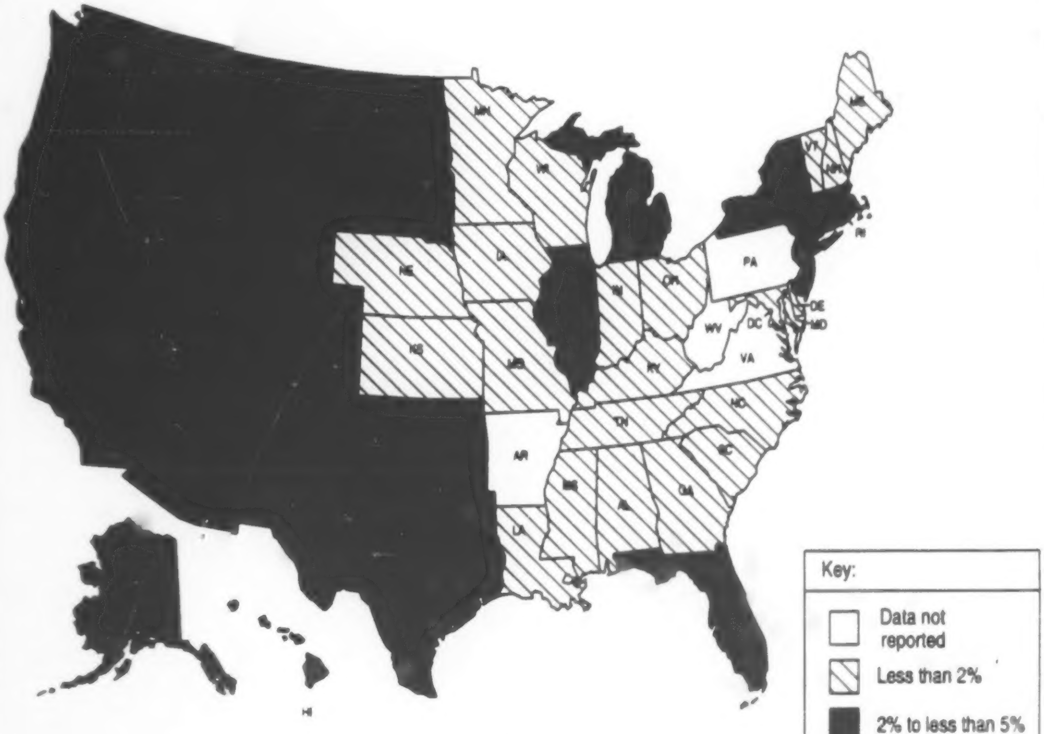
Number and Percent of Public and Nonpublic School Students
Who are Limited English Proficient
1991-92

Type of Student	Total Number	Number LEP	Percent LEP
Public School Students	38,760,857	2,380,775	6.1
Nonpublic School Students	4,030,136	49,937	1.2
Total	42,790,993	2,430,712	5.7

As shown in Figure 2, the western and southwestern states generally have higher proportions of LEP students than do states in other regions of the country. California and New Mexico had the highest proportions of LEP students, with each reporting that 19.1 percent of their total enrollments were LEP students. Three states; Arizona, Alaska, and Texas; reported LEP students enrollments of approximately 10 percent of their total enrollments. Of the states reporting, over one half reported LEP enrollments of 3 percent or less of their total student enrollments, and fifteen of these states reported proportions of less than one percent.

Figure 2

Percent LEP Enrollment by State, 1991-92


MN
WI
NE
IA
KS
MO
IN
OH
PA
WV
DC
VA
DE
MD
KY
TN
NC
SC
AR
MS
AL
GA
LA
ME
VT
NH
RI
HI
Key:
Data not reported
Less than 2%
2% to less than 5%
5% or greater

Note: The District of Columbia has 3.8 percent LEP enrollment and Puerto Rico has 5.0 percent LSP enrollment.

For the 1991-92 school year, California reported by far the largest state number of LEP students (1,079,000). In fact, LEP students enrolled in schools in California account for about 46 percent of the nation's total LEP student enrollment. Texas had the second largest number of LEP students with 332,000, and New York had the third largest with 184,857. (Appendix B, Table B1a).

3

Educational Condition of LEP Students

The Bilingual Education Act calls for grant recipients to report data on "evidence of the educational condition of the limited English proficient students, such as reading, mathematics, and subject matter test scores, and, where available, data on grade retention rates and student dropout rates" (section 7021(c)(2)(c)(iii)). Providing these data has long been a problem for SEAs; according to the ARC analysis, these items generally have had the lowest response rates. For the years that ARC analyzed, SEA response rates to the questions about dropout and retention rates were less than 50 percent. At the same time, however ARCs survey results indicated all SEA Title VII offices collected these data. The SEA respondents to the ARC survey also rated these data as being of the poorest quality of any of the SEA Survey data elements. ARC concluded their analysis of the educational condition items as follows: "[a]s currently reported the data appear to be incomplete, difficult to aggregate or interpret, and potentially misleading" (ARC, 1991, pp. 4-29, 4-30).

For the 1991-92 SEA Survey, low response rates continue to be a concern, with 31 SEAs providing data on dropouts, 28 on retention, and 30 on test performance. Lack of full response by the SEAs to the SEA Survey makes it difficult to generate a national picture of the educational condition of LEP students. SEAs reportedly face substantial problems in obtaining data on student performance classified by LEP status, and such indicators of educational condition as the number of dropouts also generate definitional problems within and across states.

Retention and Dropout Rates

Table 3 presents a summary across responding SEAs of the number and percent of LEP students who were retained or dropped out of school in 1991-92. The 28 SEAs providing data on retention enroll a total of 422,327 LEP students (fewer than 20 percent of the number reported by all SEAs). These SEAs indicated that 9,642 students were reported as being retained in grade;

that number is equivalent to about 2.3 percent of the total number of LEP students in their states. On an SEA-by-SEA basis, the percentage of retentions ranged from 0.1 percent to 5.4 percent (see table B2b in Appendix B); it is not clear whether this difference reflects real differences between retention patterns among states or reporting differences. The percentage of LEP students who were retained or who dropped out in 1990-91 was about the same as that reported for 1991-92.

Table 3

Number and Percent of LEP Students Who Were Retained or Who Dropped Out of School 1990-91 and 1991-92

	1990-91 LEP Students		1991-92 LEP Students	
Student Status	Number	Percent	Number	Percent
Retained in one or more grades[a]	8,162	2.1%	9,642	2.3%
Dropped out of school[b]	12,679	2.5%	11,864	2.0%

[a] Twenty-eight SEAs responded to this data item.

[b] Thirty-one SEAs responded to this data item.

Table 3 also provides a summary of dropout data, indicating that 11,864 LEP students were reported to have dropped out in 1991-92. These data are from 31 SEAs, enrolling 593,202 LEP students or about one-fourth of the nation's LEP students. The number of reported LEP student dropouts constitutes about 2.0 percent of the responding states' LEP students. Across SEAs, the LEP dropout rate ranged from a low of 0.1 percent in one SEA (and 0.3 percent in two others) to a high of 8 percent for two responding SEAs. As is the case for retentions, it is not possible to determine from the SEA Survey data whether these dropout rate differences reflect actual patterns or reporting differences.

Academic Test Performance

Data about the performance of LEP students on tests covering academic areas are also questionable because of the low SEA response rates: results for reading are provided by 30

SEAs, for mathematics by 26 SEAs, and for science or social studies by 11 SEAs each.[9] In addition, even from the reporting SEAs, too little information is provided to interpret the results. More specifically, information is provided only about the number of LEP students who score below state norms; information on the total number of LEP students tested, the total number eligible for testing but who were not tested, and such other contextual data as the basis of the state norm, what grade levels of students are commonly tested, level of the test, and so forth are not provided.[10] States may use the results of pre-existing state or local testing programs for the academic test performance data, some of which test a sample of students rather than the universe. Since states are not required to report the type of methodology used to report the performance data, it is not possible to know how many states rely on sample data for this information, nor whether the sample data are weighted or unweighted.

Table 4 summarizes SEA-reported data on the number of LEP students scoring below state norms. The 30 SEAs responding for reading reported that about 274,000 LEP students scored below state norms. For mathematics, 26 SEAs reported that about 178,000 scored below the state norm. For both science and social studies, about 112,000 were reported as scoring below state norms. Appendix Table B2c provides state-by-state information about the number of LEP students who score below state norms.

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[9] Collectively, the 30 SEAs providing results for reading enroll only about 38 percent of all enrolled LEP students, and the 11 SEAs reporting results for social studies and science enroll only 18 percent of the total number of reported LEP enrollees across all SEAs that responded to the SEA Survey.

[10] The 1990-91 SEA Survey also asked the SEA to indicate how many students who were tested were above state norms, below state norms, or at the state norm; presumably, those three categories sum to the number of LEP students tested and for whom data are available at the SEA level.

Table 4

Number and Percentage of LEP Students Scoring Below State Norms, By Subject 1991-92[a]

Subject Tested	LEP Students Scoring Below State Norms	
	Number	Percent
English Reading[b]	273,689	29.8
Mathematics[c]	178,300	20.2
Science[d]	112,394	26.7
Social Studies[e]	111,738	26.5

[a] These data should be intepreted with caution because it is not known (1) how many LEP students were tested; (2) how many LEP students were eligible for testing; and (3) what was the basis of the state norm.

[b] Thirty SEAs responded to this data item.

[c] Twenty-six SEAs responded to this data item.

[d] Eleven SEAs responded to this data item.

[e] Eleven SEAs responded to this data item.

Educational Condition Data Limitations

The data collected through the SEA Survey may not provide a valid picture of the educational condition of LEP students for four reasons. First, the SEA response rate is too low to provide confidence that the reported data are typical of all states. This is compounded by the fact that, while a slight majority of SEAs may actually provide a response, those states enroll no more than about one-fourth of the nation's LEP students, so most LEP students' educational conditions are not reflected in the SEA Survey data.

Second, SEA reports of dropout and retention rates and test results are based on locally generated data that are reported to the SEA directly or collected from LEAs by the SEAs via surveys. The magnitude of the variations across states in the percent of LEP retention and dropouts, which appear greater than would be expected based on actual local patterns (particularly once local data are aggregated at the state level), suggest that within-state data reporting problems may be common.

The third reason is a particular problem for dropout data: determining whether a student has in fact dropped out (rather than transferred, deceased, stopped out, etc.) is subject to different interpretations at the local and state levels. As a consequence, SEAs are likely basing their counts on different approaches to determining dropout status. Although the SEA Survey form's directions tell the SEAs not to count stopouts or transfers, determining the actual status of an individual child is not that easy.

The fourth reason is specific to the test data: too little information is provided to interpret the data that are provided. As a result, no one can look at the data on the number of LEP students scoring below state norms and draw any conclusions about the educational condition of LEP students. At a minimum, three additional data elements are needed: (1) how many LEP students were tested; (2) how many were eligible for testing; and (3) what was the basis of the state norm.

4

Identifying LEP Students

Currently, there is no federally mandated definition of limited English proficiency, and, therefore who is determined to be LEP depends largely on state and local agencies. The lack of a uniform definition of limited English proficiency has led to a wide range of identification methods and procedures used to identify students for LEP services across states, districts, and schools, and to inconsistent reporting of information on LEP students within and across states.

The federal definition of "limited English proficiency" is found in Section 7003 of the Title VII Act:

(1) The terms "limited English proficiency" and "limited English proficient" when used with reference to individuals means:

> (A) individuals who were not born in the United States or whose native language is other than English;
>
> (B) individuals who come from environments where language other than English is dominant; and
>
> (C) individuals who are American Indian and Alaskan Natives and who come from environments where language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The SEA Survey requests that states describe the criteria/definitions used to identify LEP students. These criteria/definitions are not necessarily state mandated, and in many states, LEAs have the authority to set identification criteria and procedures. Several states (and/or localities) have elected to use all or part of the federal LEP definition. In 1991-92, 44 states and outlying areas (and/or their LEAs) used the non-English background provision, 29 used the difficulties with the four language proficiencies (speaking, reading, writing, or understanding English) provision, and 26 used both. Seventeen states used various percentile cutoffs as a criteria for determining limited English proficiency. Other factors used by states to identify LEP students include grade reports and teacher judgment.

Table 5

Type of Criteria Used by States to Identify LEP Students
1991-92
(n=51)

Criteria	Number of States	Percent of States
Non-English Language Background	44	86.3%
Difficulty with the Four Proficiencies	29	56.9%
Percentile Cutoff	17	33.3%
Local Determination	9	17.6%
Other	13	25.5%

OBEMLA believes that a thorough identification process first should involve a home language survey to determine if any other language other than English is spoken in the home. If the survey produces a positive response, OBEMLA recommends that at least one objective and one subjective measure of English proficiency should be employed. The objective measure could be a standardized achievement test. Scoring below a certain percentile ranking would signify LEP status. Subjective measures could include recommendations from parents, classroom teachers, counselors, or others with direct knowledge of the student's ability to learn and perform in an all English class (OBEMLA, The Condition of Bilingual Education in the Nation: A Report to Congress and the President, 1992).

During the 1991-92 school year, all but 4 of the reporting SEAs used a home language survey as a factor in identifying LEP students, although it is not possible to ascertain from the

SEA Survey whether it formed the basis of determining limited English proficiency. Of the subjective criteria that may have been used by states, most used teacher observation (43 states), parent information (41 states) and student records (40 states). About three-quarters of the states also relied on referrals, teacher interviews, student grades, and informal assessments. All but one state used at least one language proficiency test as an objective measure of limited English proficiency, with the Language Assessment Scales (LAS) and the Language Assessment Battery (LAB) most commonly reported across states. Achievement tests were used in 37 states (including the CTBS, ITBS, SAT, and CAT) and criterion referenced tests were used by 19 states and/or their LEAs (Table 6).

Table 6

Type of Tests Used to Identify LEP Students
1991-92

Type of Test	Number of States	Percent of States
Language Proficiency Test (n=52)	51	98.1%
Achievement Test (n=52)	37	71.2%
Criterion Referenced Test (n=50)	19	38.0%
Other (n=50)	22	44.0%

In general, states use multiple criteria in identifying LEP students. In 1991-92, all of the states used at least two criteria, and about 90 percent of the states used six or more. Nine states (and/or their LEAs) used all twelve criteria.

Figure 3
Methods Used by SEAs for Identifying LEP Students, 1991-92

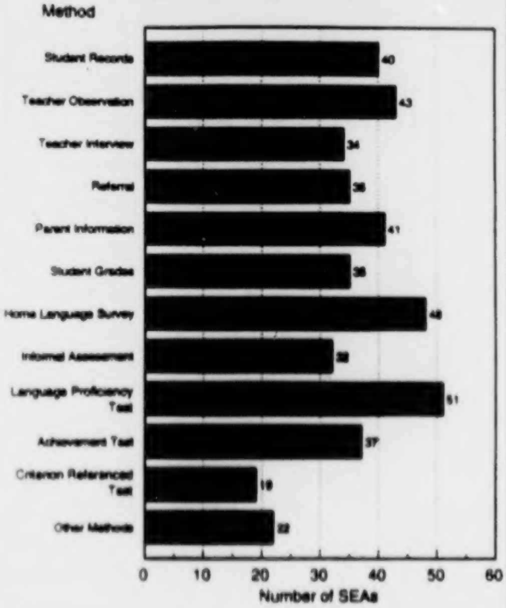
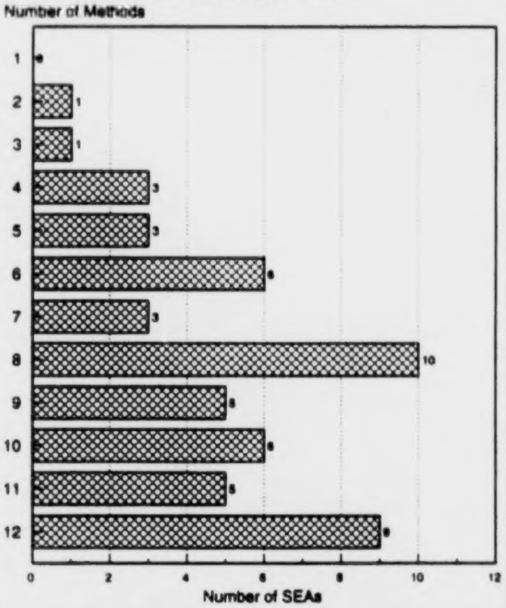


Figure 4
Number of Methods Used by SEAs for Identifying LEP Students, 1991-92



5

Educational Programs for LEP Students

Federal, State, and Local Programs

LEP students may receive services through one or more of a variety of federal, state, and local educational programs. With the passage of the Bilingual Education Act in 1968, the federal government directly addressed the educational needs of LEP students, primarily through the provision of English language instruction to low-income LEP students. As the program evolved, Congress eliminated the poverty requirements and allowed states to include instruction in the children's native language. Currently, there are five major programs designed to serve LEP children funded under Title VII (Part A)[11]:

- The Transitional Bilingual Education (TBE) Program--assists LEP students in elementary and secondary schools to acquire English language skills and also to meet the promotion and graduation standards by providing content area instruction in the native language to the extent necessary;

- The Developmental Bilingual Education (DBE) Programs--are full-time instructional programs which provide structured English language instruction and instruction in a second language. These programs must help students achieve competence in English and a second language while mastering subject matter skills;

- The Special Alternative Instructional Program (SAIP)--offers specially designed curricula to meet the linguistic and instructional needs of LEP students in elementary and secondary schools. In such programs the native language of the LEP students need not be used;

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[11] A sixth Part A program, the Academic Excellence Program, is a demonstration/dissemination program that is not designed to provide direct services to children.

- The Family English Literacy (FEL) Program--assists LEP adults and out-of-school youth to achieve competence in English. Classes may be conducted in English only or in English and the students' native language. Preference for inclusion in the program is given to the parents and immediate family of LEP students assisted under the Bilingual Education Act; and

- The Special Populations Program (SPP)--assists preschool, special education, and gifted and talented programs serving LEP students.

In addition to the listed Title VII programs, LEP students may receive services under the Recent Arrival and Magnet Middle Schools priorities of the TBE and SAIP programs.

- Recent Arrival Priority Grants -- are allocated to LEAs to serve students who are part of recent and major influxes of LEP students into school districts.

- The Middle School Magnet Program -- is designed to serve LEP students grades 6 through 9 in existing magnet schools with an emphasis on academic achievement and dropout prevention. Magnet School grants were given to SAIP and DBE programs during the 1991-92 school year.

LEP students may also be served under several federally funded programs other than Title VII that are targeted to educationally and/or economically disadvantaged students. These programs include:

- Chapter 1, Title I, ESEA--provides instructional and support services to educationally disadvantaged students in school districts with high concentrations of low-income children;

- Chapter 1, Migrant--provides financial assistance to SEAs to establish and improve programs to meet the special needs of migratory children of migratory agricultural workers or fishers through instructional and support services;

- Even Start--supports family centered educational programs that involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners;

- Emergency Immigrant Education Assistance Program--assists SEAs and LEAs in providing supplementary education services and offsetting costs for immigrant children enrolled in elementary and secondary public and nonpublic schools;

- Special Education--provides formula grants to SEAs to help meet the costs of providing special education and related services to address the needs of children with disabilities; and

- Vocational Education--assists states' efforts to expand and improve their programs of vocational education and provide equal opportunity in vocational education for traditionally underserved populations.

While the federal government has been playing an increasing role in serving LEP students over the last two decades, states have traditionally provided some formal education programs to provide English-language instruction to immigrant populations from as early as the mid-1800s. Today, over one-half of the states provide bilingual education programs, and almost two-thirds operate English as a second language (ESL) programs.

LEP Enrollment in Federal Programs[12]

In 1991-92, nearly 78 percent (1.8 million) of LEP students reported by SEAs received services through programs specifically designed to meet their educational needs. The percentage of public school LEP students (79.1 percent) receiving services was significantly greater that for LEP students enrolled in nonpublic schools (26.5 percent). (Table 7)

Of the 51 states and outlying areas that reported information on the number of LEP students served, over one-half reported serving 80 percent or more of their LEP student population. Two states, Alaska and Rhode Island, reported serving all identified LEP students in targeted programs. (Table 7 and B2a)

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[12] Puerto Rico provided total federal program participant counts rather than counts for identified Limited Spanish Proficient (LSP) students. Therefore, the federal program data for Puerto Rico have been eliminated from this analysis.

Table 7

Number and Percent of Public and Nonpublic School LEP Students Enrolled in Programs Designed to Meet their Educational Needs
1990-91 and 1991-92

Type of Student	LEP Students Enrolled in Programs Designed to Meet Their Educational Needs			
	1990-91		1991-92	
	Number	Percent	Number	Percent
Public School Students	1,729,986	79.1%	1,882,521	79.1%
Nonpublic School Students	12,851	26.5%	13,216	26.5%
Total	1,745,105	78.2%	1,895,737	78.0%

At the national level, 262,047 LEP students were provided services through the Title VII funded programs, constituting 11 percent of all LEP students. Eight percent of LEP students were enrolled in the TBE program, 2 percent in SAIP, and less than 1 percent in each of remaining programs. Forty-one states and outlying areas reported serving LEP students through TBE program, 37 through SAIP, 11 through DBE programs, 11 through FELP, 12 through SPP, 9 through the Recent Arrivals Program, and 4 through the Magnet Schools Program. (Table 8 and Table B7)

Of the non-Title VII federal programs, the Chapter 1 program was the most common program for service delivery to LEP students. Nationally, about 32 percent of LEP students were enrolled in Chapter 1, and over three-quarters of the states and territories reported serving LEP students through the program. The Emergency Immigrant Education Assistance Act program enrolled 30 percent of the LEP students and was offered in 35 states. Relatively few LEP students were reported as being served through Chapter 1 Migrant (8 percent), Special Education (6 percent), Vocational (3 percent), and Even Start (1 percent). LEP students were also served in a handful of other federally funded programs, including Chapter 2, Head Start, and Title V

Indian Education. See Appendix Table B7 for the types of other federal programs by state that enrolled LEP students during the 1991-92 school year.

LEP Enrollment in State and Local Programs[13]

LEP students were more likely to participate in a state or local bilingual education program than in a federal program. Almost one-half of all LEP students received services through a state bilingual program. Nearly two-thirds of the states and outlying areas reported serving LEP children through state operated bilingual programs. About 27 percent of students served through special programs received through services through a state ESL only program. (Table 8 and Appendix Table B7.)

There were few changes in program participation between 1990-91 and 1991-92. For example, within the Title VII programs, TBE participation decreased from 8.7 to 7.7 percent. Small increase occurred in the DBE and SIAP programs, while program participation remained unchanged in the Family English Literacy and Special Population Programs. The changes that did occur were within the other federal program categories. LEP participation in the Emergency Immigrant Education Assistance Program almost tripled, while Chapter 1 LEP participation declined from 52 to 32 percent between years. (Table 8)

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[13] Florida reported a highly duplicated count of the number of LEP students served through the State's Bilingual Education program (188,730 LEP students enrolled in the State Bilingual Education Program, compared to 97,288 total LEP students). Because the magnitude of the duplication of participant counts greatly impacted the national estimates, Florida's numbers were reduced to reflect the total number of LEP students served reported in Item I.A.3 (83,825 students).

Table 8

Types of Programs Serving LEP Students
1991-92

Type of Program	Percent of National LEP Served	
	1990-91	1991-92
Title VII Programs		
Transitional Bilingual Education	8.7	7.7
Developmental Bilingual Education	0.1	0.3
Special Alternative Instruction Program	1.4	1.9
Recent Arrivals	0.0	.3
Magnet Schools	.004	.04
Family English Literacy Program[a]	0.3	0.3
Special Populations	0.2	0.2
Total Title VII	10.7	10.7
Other Federal Programs		
Chapter 1	52.3	31.5
Migrant	b/	7.5
Even Start	.02	0.6
Emergency Immigrant Education Assistance Act	11.4	29.9
Special Education	6.6	6.3
Vocational Education	b/	3.0
State Programs		
State Bilingual Education	c/	48.6
State ESL Only	c/	26.6

a/ The Family English Literacy Program was designed to serve the parents of Title VII students and out-of-school youth.

b/ Data not collected in 1990-91

c/ Data not collected in same format as the 1991-92 data.

6

Findings and Implications

Enrollment of LEP Students

For the 1991-92 school year, SEAs in the U.S. and territories reported that over 2,430,000 LEP students were enrolled in public or nonpublic elementary or secondary schools. This count reflects an upward trend over the past several years: since 1985-86, yearly increases in the number of LEP students have averaged 8.8 percent. It is not known what proportion of this high rate of increase is due to actual growth in the LEP population, better reporting, or changes in definitions of LEP status, but the consistency of the increase argues for a large proportion being due to population change.

Only 39 SEAs reported on the number of LEP students in nonpublic schools and the percentage of LEP students for the reporting SEAs is much lower than for public schools. It is not clear how much of the difference in LEP percentages between public and nonpublic schools is due to actual differences in the populations served or to inadequate reporting procedures within states. It is clear, however, that there is a nonpublic LEP student undercount because about one-fourth of the SEAs do not provide any data an the numbers of nonpublic students.

Educational Condition of LEP Students

The data provided on the SEA Survey do not provide a valid basis for making judgments about the educational condition of LEP students. Too few SEAs respond to the specific items to produce a national pattern and insufficient supporting information is provided to interpret the data that are provided.

Identifying LEP Students

The SEA Survey requests that states describe the criteria/definitions used to identify LEP students. These criteria/definitions are not necessarily state mandated, and in many states, LEAs have the authority to set identification criteria and procedures. Several states (and/or localities) have elected to use all or part of the federal LEP definition. In 1991-92, 44 states and outlying areas (and/or their LEAs) used the non-English background provision, 29 used the difficulties with the four language proficiencies (speaking, reading, writing, or understanding English) provision, and 26 used both.

In general, states use multiple criteria in identifying LEP students. In 1991-92, all of the states used at least two criteria, and about 90 percent of the states used six or more. Nine states (and/or their LEAs) used all twelve of the criteria listed on the SEA Survey form. During the 1991-92 school year, all but 4 of the reporting SEAs used a home language survey as a factor in identifying LEP students. Most reported use of teacher observation (43 states), parent information (41 states) and student records (40 states). About three-quarters of the states also relied on referrals, teacher interviews, student grades, and informal assessments. All but one state used at least one language proficiency test as an objective measure of limited English proficiency, with the Language Assessment Scales (LAS) and the Language Assessment Battery (LAB) most commonly reported across states. Achievement tests were used in 37 states (including the CTBS, ITBS, SAT, and CAT) and criterion referenced were used by 19 states and/or their LEAs.

Educational Programs for LEP Students

Among public school students, 79.1 percent were enrolled in special programs, and 26.5 percent of nonpublic students were enrolled in special programs. The largest proportions of LEP students are served in state and local programs, with those programs reportedly serving 77 percent of all LEP students. Since state and local programs are not commonly available to students in nonpublic schools, the large difference between public and nonpublic LEP student participation is understandable, particularly when coupled with the generally poorer quality of data concerning nonpublic school LEP students. Chapter 1 is the largest federal program serving

LEP students; it enrolls about 32 percent of LEP students. Title VII programs enroll about 11 percent.

Appendix A

SEA Survey Data Review Procedures

This appendix describes the procedures used to review data provided by the SEAs on the SEA Survey for 1991-92 and for earlier years, as appropriate. The purpose of the review procedures and the activities following from them was to ensure the data summarized in this report are as free from error as possible.

Review Procedures for 1991-92 SEA Survey Data

OBEMLA received the State Surveys for 1991-92 during the first four months of 1993. Westat was subcontracted to by OBEMLA through Developmental Associates to prepare the data files and to review, correct, and summarize the Survey data.

When reviewing the data, Westat preformed some basic internal consistency checks including:

1) that the sum of the parts agreed with reported totals;

2) that the sum of items 3 (total LEPs served) and 5 (total LEPs not served) agreed with the total reported for item 2 (total LEPs enrolled);

3) that the total LEP enrollment did not exceed the total K-12 enrollment; and

4) that the number of LEPs student enrolled in federal, state, and local programs did not exceed the number of LEP students served.

Westat verified any data inconsistencies with OBEMLA and the SEA. In some cases, SEAs revised their initial submission, which Westat entered into the master data base. In other instances, the State provided explanations as to why the data were not reported in the required format.

Review Procedures for SEA Survey Data for 1990-91 and Prior Years

Limited attention in this report is paid to data for 1990-91 and earlier years. The primary reasons for this are (1) that the data prior to the 1991-92 SEA Survey could not be reviewed and verified or corrected and (2) significant changes were made by OBEMLA in the SEA Survey form for the 1991-92 school year. These two topics are addressed in this section.

Reviewing 1990-91 SEA Survey Data

Westat received both the SEA Surveys and a dBase file containing the 1990-91 data from OBEMLA and cross checked each SEA Survey against the entered data. In cases where the data were not in agreement, Westat entered the number provided on the SEA survey, unless documentation for a change was provided by OBEMLA. Because Westat changed some of the data provided by OBEMLA, the 1990-91 data presented in this report may not agree with data presented in previous reports, graphs, or other tabular presentations. Westat also performed the same internal consistency checks that were performed on the 1991-92 data, although the SEAs were not contacted if a discrepancy was detected.

Changes in SEA Survey Form

The most obvious change is the addition of a page and one-half of item-by-item instructions designed to clarify acceptable response patterns; no instructions were provided on the form in prior years. Other changes ranged from minor wording changes to significant changes in item substance. The following list describes the changes made in 1991-92 compared to 1990-91:

Part I
Item IA1 - No changes
Item IA2 - No changes
Item IA3 - Minor wording changes
Item IA4 - Added Chapter 1 Migrant Education Program, Vocational Education and added specific types of programs (i.e., bilingual education program, ESL only program, other) to state and/or local programs
Item IA5 - Minor wording changes
Item IB1 - Added Science and Social Studies under areas tested and deleted request for number of LEP students above local norm or at local norm (and changed the normative reference to state from local)

Item IB2 - Minor wording changes
Item IB3 - Minor wording changes
Part II - No changes
Part III
Item IIIA- Minor wording changes and added an "other" response category
Item IIIB- Changed item reference to be used in responding from IA3 to IA4

Responses to items on which no changes were made (i.e., IA1, IA2, IIA, IIB) can be compared; while significant changes on several of the items (i.e., IA4, IB1, and IIIB) effectively preclude comparing the SEAs' responses for the two years. In terms of the items on which minor wording changes were made, it appears to be reasonable to compare the results under some circumstances. In this report, however, these comparisons are not made because the data on the 1990-91 SEA Surveys could not be verified.

Appendix B

Supplementary Tables, by State Educational Agency

Table B1a	Grade K-12 Total Enrollment, LEP Enrollment, and Percent LEP Enrollment by School Type and by State, 1991-92
Table B1b	Grade K-12 Total Enrollment, LEP Enrollment, and Percent LEP Enrollment by School Type and by State, 1990-91
Table B1c	Changes in Total Enrollment, LEP Enrollment, and Percent LEP Enrollment by School Type and by State: 1990-91 to 1991-92
Table B2a	Number and Percent of LEP Students Who Dropped Out by State, 1991-92
Table B2b	Number and Percent of LEP Students Who Were Retained in One or More Grades by State, 1991-92
Table B2c	Number of LEP Students Scoring Below the State Norm by State and Subject Area Tested, 1991-92
Table B3	Criteria Used by SEAs to Identify LEP Students by State, 1991-92
Table B4	Methods Used to Identify LEP Students by State, 1991-92
Table B5a	LEP Students Enrolled in Special Programs to Meet their Educational Needs by State, 1991-92
Table B5b	LEP Students Enrolled in Special Programs to Meet their Educational Needs by State, 1990-91
Table B5c	Changes in LEP Student Enrollment in Special Programs to Meet their Educational Needs by State, 1990-91 to 1991-92
Table B6a	LEP Students Who Could Benefit from but are not Enrolled in Special Programs to Meet their Educational Needs by State, 1991-92
Table B6b	LEP Students Who Could Benefit from but are not Enrolled in Special Programs to Meet their Educational Needs by State, 1990-91
Table B6c	Changes in LEP Students Who Could Benefit from but are not Enrolled in Special Programs to Meet their Educational Needs by State, 1990-91 to 1991-92
Table B7	Number and Percent of LEP Students Served by Federal, State and Local Programs, by State and by Type of Program, 1991-92

Table B1a

Grades K-12 Total Enrollment, LEP Enrollment and Percent LEP Enrollment by School Type and by State: 1991-92

State	Total K-12 Enrollment			Total K-12 LEP Enrollment			Percent K-12 LEP Enrollment		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	402,870	NA	402,870	1,671	NA	1,671	0.4	NA	0.4
Alaska	116,769	4,802	121,571	12,056	0	12,056	10.3	0.0	9.9
Arizona	683,041	34,311	717,352	67,398	8,543	75,941	9.9	24.9	10.6
Arkansas a/	—	—	—	—	—	—	—	—	—
California	5,107,145	544,817	5,651,962	1,078,705	NA	1,078,705	21.1	NA	19.1
Colorado	593,091	38,142	631,233	25,026	NA	25,026	4.2	NA	4.0
Connecticut	465,727	63,677	529,404	16,703	NA	16,703	3.6	NA	3.2
Delaware	102,196	22,812	125,008	1,929	157	2,086	1.9	0.7	1.7
District of Columbia	80,618	12,222	92,840	3,461	94	3,555	4.3	0.8	3.8
Florida	1,902,563	195,190	2,097,753	97,288	NA	97,288	5.1	NA	4.6
Georgia	1,177,382	71,642	1,249,024	7,817	138	7,955	0.7	0.2	0.6
Hawaii	174,249	32,922	207,171	10,335	98	10,433	5.9	0.3	5.0
Idaho	194,763	6,099	200,862	4,970	10	4,980	2.6	0.2	2.5
Illinois	1,848,166	315,247	2,163,413	87,178	NA	87,178	4.7	NA	4.0
Indiana	955,676	98,375	1,054,051	4,822	NA	4,822	0.5	NA	0.5
Iowa	491,451	45,865	537,316	4,266	151	4,417	0.9	0.3	0.8
Kansas	437,034	28,447	465,481	6,066	114	6,180	1.4	0.4	1.3
Kentucky	640,477	61,377	701,854	1,544	NA	1,544	0.2	NA	0.2
Louisiana	737,414	131,734	869,148	8,339	701	9,040	1.1	0.5	1.0
Maine	210,572	12,069	222,641	1,662	108	1,770	0.8	0.9	0.8
Maryland	720,671	105,659	826,330	12,101	479	12,580	1.7	0.5	1.5
Massachusetts	848,368	127,093	975,461	42,598	314	42,912	5.0	0.2	4.4
Michigan	1,677,073	170,157	1,847,230	36,720	NA	36,720	2.2	NA	2.0
Minnesota	766,784	80,653	847,437	15,769	NA	15,769	2.1	NA	1.9
Mississippi	500,183	42,262	542,445	1,748	1,310	3,058	0.3	3.1	0.6
Missouri	827,404	102,978	930,382	3,838	512	4,350	0.5	0.5	0.5
Montana	155,522	8,054	163,576	6,374	450	6,824	4.1	5.6	4.2
Nebraska	278,972	37,469	316,441	1,805	51	1,856	0.6	0.1	0.6
Nevada	211,810	9,817	221,627	10,664	71	10,735	5.0	0.7	4.8
New Hampshire	174,820	15,978	190,798	1,054	81	1,135	0.6	0.5	0.6
New Jersey	1,098,386	199,126	1,297,512	45,204	2,311	47,515	4.1	1.2	3.7
New Mexico	308,867	27,393	336,260	64,307	NA	64,307	20.8	NA	19.1
New York	2,613,938	469,058	3,082,996	165,484	19,373	184,857	6.3	4.1	6.0
North Carolina	1,121,124	54,186	1,175,310	7,026	NA	7,026	0.6	NA	0.6
North Dakota	117,719	8,990	126,709	8,076	1,503	9,579	6.9	16.7	7.6
Ohio	1,779,238	226,265	2,005,503	10,596	576	11,172	0.6	0.3	0.6
Oklahoma	588,177	11,557	599,734	16,393	1,312	17,706	2.8	11.4	3.0
Oregon	498,614	30,806	529,420	12,606	NA	12,606	2.5	NA	2.4
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	141,922	24,696	166,618	7,649	493	8,142	5.4	2.0	4.9
South Carolina	642,364	43,389	685,753	1,398	70	1,468	0.2	0.2	0.2
South Dakota	134,573	17,436	152,009	5,848	3,113	8,961	4.3	17.9	5.9
Tennessee	880,246	74,008	954,254	2,569	67	2,636	0.3	0.1	0.3
Texas	3,362,000	149,784	3,511,784	331,054	815	331,869	9.8	0.5	9.5
Utah	427,455	8,576	436,031	23,598	0	23,598	5.5	0.0	5.4
Vermont	97,137	2,924	100,061	550	30	580	0.6	1.0	0.6
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	865,653	65,038	930,691	33,904	410	34,314	3.9	0.6	3.7
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	814,671	145,327	959,998	14,676	483	15,159	1.8	0.3	1.6
Wyoming	99,734	980	100,714	1,705	291	1,996	1.7	29.7	2.0
Total U.S. and D.C.	38,074,629	3,979,409	42,054,038	2,326,546	44,229	2,370,775	6.1	1.1	5.6
American Samoa	12,178	1,502	13,680	10,964	824	11,788	90.0	54.9	86.2
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	6,637	1,929	8,566	6,571	1,736	8,307	99.0	90.0	97.0
Palau	2,653	791	3,444	2,175	648	2,823	82.0	81.9	82.0
Puerto Rico	642,382	46,505	688,887	32,119	2,500	34,619	5.0	5.4	5.0
Virgin Islands	22,368	0	22,368	2,400	0	2,400	10.7	*	10.7
Total U.S., D.C., And Territories	38,760,857	4,030,136	42,790,993	2,390,775	48,937	2,439,712	6.1	1.2	5.7

a/ Data not reported.

Table B1b

Grades K-12 Total Enrollment, LEP Enrollment and Percent LEP Enrollment by School Type and by State: 1990-91

	Total K-12 Enrollment			Total K-12 LEP Enrollment			Percent K-12 LEP Enrollment		
State	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	721,806	8,296	730,102	949	103	1,052	0.1	1.2	0.1
Alaska	112,190	4,385	116,575	11,184	0	11,184	10.0	0.0	9.6
Arizona	670,934	28,235	699,169	59,913	5,814	65,727	8.9	20.6	9.4
Arkansas	434,679	18,700	453,379	2,000	0	2,000	0.5	0.0	0.4
California	4,950,474	531,489	5,481,963	986,462	NA	986,462	19.9	NA	18.0
Colorado	574,213	36,580	610,793	17,187	0	17,187	3.0	0.0	2.8
Connecticut	463,186	67,009	530,195	15,885	1,103	16,988	3.4	1.6	3.2
Delaware	99,658	22,353	122,011	1,802	167	1,969	1.8	0.7	1.6
District of Columbia	80,694	10,339	91,033	3,272	87	3,359	4.1	0.8	3.7
Florida	1,861,592	193,939	2,055,531	83,937	NA	83,937	4.5	NA	4.1
Georgia	1,141,218	59,751	1,200,969	6,422	499	6,921	0.6	0.8	0.6
Hawaii	171,056	33,254	204,310	9,654	76	9,730	5.6	0.2	4.8
Idaho	214,571	7,037	221,608	3,932	54	3,986	1.8	0.8	1.8
Illinois	1,821,407	318,625	2,140,032	79,291	NA	79,291	4.4	NA	3.7
Indiana	953,228	95,915	1,049,143	4,670	NA	4,670	0.5	NA	0.4
Iowa	483,399	46,117	529,516	3,583	122	3,705	0.7	0.3	0.7
Kansas	437,034	28,323	465,357	4,570	91	4,661	1.0	0.3	1.0
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	787,753	118,384	906,137	7,654	691	8,345	1.0	0.6	0.9
Maine	204,710	11,462	216,172	1,943	40	1,983	0.9	0.3	0.9
Maryland	700,816	100,244	801,060	12,257	444	12,701	1.7	0.4	1.6
Massachusetts	836,383	125,586	961,969	42,299	310	42,609	5.1	0.2	4.4
Michigan	1,485,830	181,298	1,667,128	37,112	NA	37,112	2.5	NA	2.2
Minnesota	749,203	81,262	830,465	13,152	52	13,204	1.8	0.1	1.6
Mississippi	500,122	48,155	548,277	1,641	1,112	2,753	0.3	2.3	0.5
Missouri	810,450	105,337	915,787	3,227	588	3,815	0.4	0.6	0.4
Montana	153,090	8,950	162,040	6,202	433	6,635	4.1	4.8	4.1
Nebraska	274,080	37,158	311,238	1,224	33	1,257	0.4	0.1	0.4
Nevada	201,316	9,425	210,741	8,983	74	9,057	4.5	0.8	4.3
New Hampshire	172,785	18,789	191,574	1,085	61	1,146	0.6	0.3	0.6
New Jersey	1,890,646	177,000	2,067,646	47,560	3,210	50,770	2.5	1.8	2.5
New Mexico	301,888	26,980	328,868	73,505	NA	73,505	24.3	NA	22.4
New York	2,547,258	477,107	3,024,365	149,514	18,694	168,208	5.9	3.9	5.6
North Carolina	1,076,409	53,372	1,129,781	6,000	30	6,030	0.6	0.1	0.5
North Dakota	117,134	9,075	126,209	6,742	445	7,187	5.8	4.9	5.7
Ohio	1,771,089	224,030	1,995,119	8,575	417	8,992	0.5	0.2	0.5
Oklahoma	579,167	10,858	590,025	14,594	1,266	15,860	2.5	11.7	2.7
Oregon	472,245	29,835	502,080	7,567	NA	7,567	1.6	NA	1.5
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	137,563	21,974	159,537	7,632	NA	7,632	5.5	NA	4.8
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	128,635	14,190	142,825	3,394	3,297	6,691	2.6	23.2	4.7
Tennessee	880,246	67,613	947,859	3,579	81	3,660	0.4	0.1	0.4
Texas	3,379,069	151,713	3,530,782	311,782	1,452	313,234	9.2	1.0	8.9
Utah	435,882	7,918	443,800	14,833	27	14,860	3.4	0.3	3.3
Vermont	95,758	2,868	98,626	475	25	500	0.5	0.9	0.5
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	839,709	63,612	903,321	28,473	173	28,646	3.4	0.3	3.2
West Virginia	322,365	13,731	336,096	224	7	231	0.1	0.1	0.1
Wisconsin	797,621	144,215	941,836	14,534	114	14,648	1.8	0.1	1.6
Wyoming	98,226	1,021	99,247	1,680	239	1,919	1.7	23.4	1.9
Total U.S. and D.C.	37,938,777	3,853,507	41,792,284	2,132,142	41,431	2,173,573	5.6	1.1	5.2
American Samoa	10,838	1,863	12,701	10,344	1,498	11,842	95.4	80.4	93.2
Guam	26,542	NA	26,542	2,309	NA	2,309	8.7	NA	8.7
Northern Marianas	6,464	1,944	8,408	5,818	1,750	7,568	90.0	90.0	90.0
Palau	2,677	813	3,490	2,677	809	3,486	100.0	99.5	99.9
Puerto Rico	644,734	45,605	690,339	31,516	2,206	33,722	4.9	4.8	4.9
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	38,630,032	3,903,732	42,533,764	2,184,806	47,694	2,232,500	5.7	1.2	5.2

a/ Data not reported.

Table B1c

Changes in Total Enrollment, LEP Enrollment and Percent LEP Enrollment by School Type and by State: 1990-91 to 1991-92

	Change in Total Enrollment			Change in LEP Enrollment			Percentage Change in LEP Enrollment		
State	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	(318,938)	NA	(327,232)	722	NA	619	76.1	NA	58.8
Alaska	4,579	417	4,996	872	0	872	7.8	0.0	7.8
Arizona	12,107	6,076	18,183	7,485	2,729	10,214	12.5	46.9	15.5
Arkansas a/	—	—	—	—	—	—	—	—	—
California	156,671	13,328	169,999	92,243	NA	92,243	9.4	NA	9.4
Colorado	18,878	1,562	20,440	7,838	NA	7,838	45.6	NA	45.6
Connecticut	2,541	(3,332)	(791)	818	NA	(285)	5.1	NA	-1.7
Delaware	2,538	459	2,997	127	(10)	117	7.0	-6.0	5.9
District of Columbia	(76)	1,883	1,807	189	7	196	5.8	8.0	5.8
Florida	40,971	1,251	42,222	13,361	NA	13,361	15.9	NA	15.9
Georgia	36,164	11,891	48,055	1,395	(361)	1,034	21.7	-72.3	14.9
Hawaii	3,193	(332)	2,861	681	22	703	7.1	28.9	7.2
Idaho	(19,808)	(938)	(20,746)	1,038	(44)	994	26.4	-61.5	24.9
Illinois	26,759	(3,378)	23,381	7,887	NA	7,887	9.9	NA	9.9
Indiana	2,448	2,460	4,908	152	NA	152	3.3	NA	3.3
Iowa	8,052	(252)	7,800	683	29	712	19.1	23.8	19.2
Kansas	0	124	124	1,496	23	1,519	32.7	25.3	32.6
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	(50,339)	13,350	(36,989)	685	10	695	8.9	1.4	8.3
Maine	5,862	607	6,469	(281)	68	(213)	-14.5	170.0	-10.7
Maryland	19,855	5,415	25,270	(156)	35	(121)	-1.3	7.9	-1.0
Massachusetts	11,985	1,507	13,492	302	4	306	0.7	1.3	0.7
Michigan	191,243	(11,139)	180,104	(382)	NA	(382)	-1.1	NA	-1.1
Minnesota	17,581	(609)	16,972	2,617	NA	2,565	19.9	NA	19.4
Mississippi	61	(5,893)	(5,832)	107	199	306	6.5	17.8	11.1
Missouri	16,954	(2,359)	14,595	611	(75)	536	18.9	-12.9	14.0
Montana	2,432	(894)	1,538	172	17	189	2.8	3.9	2.8
Nebraska	4,892	311	5,203	581	18	599	47.5	54.5	47.7
Nevada	10,494	392	10,886	1,681	(3)	1,678	18.7	-4.1	18.5
New Hampshire	2,035	(2,811)	(776)	(31)	20	(11)	-2.9	32.8	-1.0
New Jersey	(792,260)	22,126	(770,134)	(2,359)	(896)	(3,255)	-6.0	-28.0	-8.4
New Mexico	6,979	413	7,392	(9,199)	NA	(9,199)	-12.5	NA	-12.5
New York	66,680	(8,049)	58,631	15,970	679	16,649	10.7	3.8	9.9
North Carolina	44,715	814	45,529	1,026	NA	986	17.1	NA	16.5
North Dakota	585	(85)	500	1,334	1,058	2,392	19.8	237.8	33.3
Ohio	8,149	2,235	10,384	2,021	159	2,180	23.6	38.1	24.2
Oklahoma	9,010	699	9,709	1,799	46	1,845	12.3	3.6	11.6
Oregon	26,369	971	27,340	5,048	NA	5,048	68.8	NA	68.8
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	4,359	2,722	7,081	17	NA	510	0.2	NA	6.7
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	5,938	3,246	9,184	2,454	(184)	2,270	72.3	-5.6	33.9
Tennessee	0	6,395	6,395	(1,010)	(14)	(1,024)	-28.2	-17.3	-28.0
Texas	(17,069)	(1,829)	(18,898)	19,272	(637)	18,635	6.2	-43.9	5.9
Utah	(8,427)	658	(7,769)	8,765	(27)	8,738	99.1	-100.0	58.8
Vermont	1,379	56	1,435	75	5	80	15.6	20.0	16.0
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	25,944	1,426	27,370	5,431	237	5,668	19.1	137.0	19.8
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	17,050	1,112	18,162	142	369	511	1.0	323.7	3.5
Wyoming	1,508	(41)	1,467	25	52	77	1.5	21.8	4.0
Total U.S. and D.C.	135,852	125,902	261,754	194,404	2,798	197,202	9.1	6.8	9.1
American Samoa	1,340	(361)	979	620	(674)	(54)	6.0	-46.0	-0.5
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	173	(15)	158	753	(14)	739	12.9	-0.8	[illegible]
Palau	(24)	(22)	(46)	(502)	(161)	(663)	-18.8	-19.9	[illegible]
Puerto Rico	(2,342)	900	(1,442)	603	294	897	1.9	13.3	2.7
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	130,825	126,404	257,229	195,969	2,243	198,212	9.0	4.7	8.9

a/ Data not reported.

Table B2a

Number and Percent of LEP Students Who Dropped Out by State: 1991-92

State	Number LEP Dropouts	Percent LEP Dropouts
Alabama	NA	NA
Alaska	NA	NA
Arizona	NA	NA
Arkansas a/	—	—
California	NA	NA
Colorado	336	1.3
Connecticut	NA	NA
Delaware	NA	NA
District of Columbia	283	8.0
Florida	1,083	1.1
Georgia	NA	NA
Hawaii	36	0.3
Idaho	NA	NA
Illinois	482	0.6
Indiana	137	2.8
Iowa	93	2.1
Kansas	91	1.5
Kentucky	NA	NA
Louisiana	186	2.1
Maine	10	0.6
Maryland	169	1.3
Massachusetts	966	2.3
Michigan	NA	NA
Minnesota	NA	NA
Mississippi	46	1.5
Missouri	NA	NA
Montana	66	1.0
Nebraska	148	8.0
Nevada	109	1.0
New Hampshire	NA	NA
New Jersey	1,869	3.9
New Mexico	1,945	3.0
New York	NA	NA
North Carolina	56	0.8
North Dakota	122	1.3
Ohio	242	2.2
Oklahoma	197	1.1
Oregon	NA	NA
Pennsylvania a/	—	—
Rhode Island	NA	NA
South Carolina	13	0.9
South Dakota	29	0.3
Tennessee	96	3.7
Texas	NA	NA
Utah	714	3.0
Vermont	NA	NA
Virginia a/	—	—
Washington	1,807	5.3
West Virginia a/	—	—
Wisconsin	311	2.1
Wyoming	16	0.8
Total U.S. and D.C. b/	11,884	2.0
American Samoa	11	0.1
Guam a/	—	—
Northern Marianas	169	2.0
Palau	NA	NA
Puerto Rico	NA	NA
Virgin Islands	NA	NA
Total U.S., D.C., And Territories b/	11,864	2.0

a/ Data not reported.

b/ Aggregate percentages were calculated based on totals from only those states responding to this data item.

Table B2b Number and Percent of LEP Students Who Were Retained in One or More Grades by State: 1991-92

State	Number LEP Retained	Percent LEP Retained
Alabama	NA	NA
Alaska	NA	NA
Arizona	NA	NA
Arkansas a/	—	—
California	NA	NA
Colorado	96	0.4
Connecticut	NA	NA
Delaware	NA	NA
District of Columbia	NA	NA
Florida	3,675	3.8
Georgia	NA	NA
Hawaii	453	4.3
Idaho	NA	NA
Illinois	NA	NA
Indiana	207	4.3
Iowa	68	1.5
Kansas	80	1.3
Kentucky	NA	NA
Louisiana	467	5.2
Maine	21	1.2
Maryland	339	2.7
Massachusetts	NA	NA
Michigan	NA	NA
Minnesota	475	3.0
Mississippi	186	5.4
Missouri	NA	NA
Montana	212	3.1
Nebraska	50	2.7
Nevada	133	1.2
New Hampshire	NA	NA
New Jersey	NA	NA
New Mexico	1,256	2.0
New York	NA	NA
North Carolina	260	3.7
North Dakota	111	1.2
Ohio	398	3.5
Oklahoma	314	1.8
Oregon	NA	NA
Pennsylvania a/	—	—
Rhode Island	NA	NA
South Carolina	27	1.8
South Dakota	48	0.8
Tennessee	84	3.2
Texas	NA	NA
Utah	19	0.1
Vermont	NA	NA
Virginia a/	—	—
Washington	342	1.0
West Virginia a/	—	—
Wisconsin	321	2.1
Wyoming	22	1.1
Total U.S. and D.C. b/	9,642	2.4
American Samoa	0	0.0
Guam a/	—	—
Northern Marianas	NA	NA
Palau	0	0.0
Puerto Rico	NA	NA
Virgin Islands	NA	NA
Total U.S., D.C., And Territories b/	9,642	2.3

a/ Data not reported.

b/ Aggregate percentages were calculated based on totals from only those states responding to this data item.

Table B2c Number of LEP Students Scoring Below the State Norm by State and Subject Area Tested: 1991-92

State	English Reading	Mathematics	Science	Social Studies
Alabama	983	524	NA	NA
Alaska	NA	NA	NA	NA
Arizona	16,974	16,614	NA	NA
Arkansas a/	—	—	—	—
California	NA	NA	NA	NA
Colorado	4,499	2,154	NA	NA
Connecticut	NA	NA	NA	NA
Delaware	NA	NA	NA	NA
District of Columbia	NA	NA	NA	NA
Florida	NA	NA	NA	NA
Georgia	NA	NA	NA	NA
Hawaii	2,918	2,061	NA	NA
Idaho	3,628	1,987	NA	NA
Illinois	NA	NA	NA	NA
Indiana	4,822	NA	NA	NA
Iowa	NA	NA	NA	NA
Kansas	1,500	853	NA	NA
Kentucky	514	635	NA	NA
Louisiana	2,017	1,188	1,217	1,198
Maine	122	122	122	122
Maryland	NA	NA	NA	NA
Massachusetts	NA	NA	NA	NA
Michigan	NA	NA	NA	NA
Minnesota	6,832	5,461	NA	NA
Mississippi	409	243	7	8
Missouri	488	411	412	432
Montana	2,861	NA	NA	NA
Nebraska	768	748	NA	NA
Nevada	2,138	1,725	NA	NA
New Hampshire	NA	NA	NA	NA
New Jersey	NA	NA	NA	NA
New Mexico	22,395	14,494	NA	NA
New York	91,428	34,088	NA	NA
North Carolina	491	355	252	148
North Dakota	1,228	735	398	33
Ohio	2,788	1,881	644	605
Oklahoma	4,873	4,080	1,048	1,049
Oregon	3,488	NA	NA	NA
Pennsylvania a/	—	—	—	—
Rhode Island	NA	NA	NA	NA
South Carolina	NA	NA	NA	NA
South Dakota	662	670	NA	NA
Tennessee	NA	NA	NA	NA
Texas	79,628	80,488	104,140	104,202
Utah	4,048	3,409	3,836	3,836
Vermont	NA	NA	NA	NA
Virginia a/	—	—	—	—
Washington	NA	NA	NA	NA
West Virginia a/	—	—	—	—
Wisconsin	4,392	2,598	NA	NA
Wyoming	946	442	320	112
Total U.S. and D.C.	267,832	178,260	112,394	111,738
American Samoa	5,802	NA	NA	NA
Guam a/	—	—	—	—
Northern Marianas	NA	NA	NA	NA
Palau	NA	NA	NA	NA
Puerto Rico	56	40	NA	NA
Virgin Islands	NA	NA	NA	NA
Total U.S., D.C., And Territories	273,690	178,300	112,394	111,738

a/ Data not reported.

Table B3 Criteria Used By SEAs to Identify LEP Students, By State: School Year 1991-92

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Alabama	X	X			
Alaska	X				Language Observation, Language Assessment, Other Assessment
Arizona	X	X	40th %ile on State Achievement Test		
Arkansas[a]					
California	X	X			
Colorado	X		50th %ile	X	
Connecticut	X	X	30th %ile on LAB or score of 1 or 2 on LAS		Interview, below average academic indicators
Delaware	X	X			
District of Columbia			Lower than 74 on the LAS		Assessment Team reviews test results
Florida	X		32nd %ile on standardized norm-referenced tests		LEP committee considers grades and other assessments
Georgia	X		25th %ile on the LAB		
Hawaii	X		30th %ile in language or reading and 25th %ile in mathematics on standardized tests		Grades of lower than "C" in core content areas
Idaho	X			X	
Illinois	X	X			

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Indiana		X			Academic performance below grade level
Iowa	X	X			
Kansas	X	X			Past academic performance
Kentucky	X	X			
Louisiana	X	X			
Maine	X	X		X	
Maryland	X	X		X	
Massachusetts	X				Incapable of performing ordinary classwork in English
Michigan	X		40th %ile (no subject specified)		For grades K-2, eligibility is based on consultation between district and student's parent or guardian
Minnesota	X		One-third of a standard deviation below district average on nationally normed English Reading or English Language Arts achievement test		
Mississippi	X	X			
Missouri	X	X			

˜ Data not reported.

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Montana	X	X	40th %ile generally used		
Nebraska	X	X			
Nevada	X	X			
New Hampshire	X				Inability to function at levels equal to English-background students
New Jersey	X	X			
New Mexico	X		40th %ile on ITBS language subtests		
New York	X	X	40th %ile on English language assessment		
North Carolina	X	X		X	
North Dakota				X	
Ohio	X	X			
Oklahoma	X	X		Entry/exit criteria determined at local level	
Oregon			Below 30th %ile on language test are exempt from state assessments	X	
Pennsylvania [a]					
Rhode Island	X		36th %ile on standardized reading test		
South Carolina	X	X			
South Dakota			50th percentile (subject not specified)		

[a] Data not reported.

State	Non-English Language Background	Difficulty with the Four Proficiencies	Percentile Cutoff Reading/Math/other	Local Determination	Other
Tennessee	X			X	
Texas	X		Grades 2-12: 40%ile cutoff in English reading and English language arts		
Utah	X	X			
Vermont	X	X			
Virginia ✓					
Washington	X	X	Annual reassessment includes a cutoff of 35th %ile on standardized test in reading and language arts		
West Virginia ✓					
Wisconsin		X			
Wyoming	X	X			
American Samoa	X				
Guam ✓					
Northern Marianas					
Palau	X				Language Assessment
Puerto Rico					Non-Spanish Background, limited knowledge of Spanish
Virgin Islands	X				Assessment

✓ Data not reported.

Table B4

Methods Used to Identify LEP Students, by State: 1991-92

State	Student Records	Teacher Observation	Teacher Interview	Referral	Parent Information	Student Grades	Home Language Survey
Alabama	NO	YES	YES	NO	YES	YES	YES
Alaska	NO	NO	NO	NO	NO	NO	NO
Arizona	NO	NO	NO	YES	YES	NO	YES
Arkansas a/	—	—	—	—	—	—	—
California	YES	YES	YES	YES	YES	YES	YES
Colorado	NO	YES	NO	NO	YES	NO	YES
Connecticut	YES	YES	YES	NO	YES	YES	YES
Delaware	YES	YES	YES	NO	YES	NO	YES
District of Columbia	NO	YES	YES	YES	NO	NO	YES
Florida	NO	NO	NO	YES	NO	NO	YES
Georgia	YES	YES	YES	YES	YES	YES	YES
Hawaii	YES	NO	NO	YES	YES	YES	NO
Idaho	YES	YES	YES	YES	YES	YES	YES
Illinois	YES	YES	YES	YES	YES	YES	YES
Indiana	YES	NO	NO	NO	NO	YES	YES
Iowa	NO	YES	YES	NO	NO	YES	YES
Kansas	YES	YES	YES	YES	YES	YES	YES
Kentucky	YES	YES	YES	YES	YES	YES	YES
Louisiana	YES	YES	YES	YES	YES	YES	YES
Maine	YES	YES	YES	YES	YES	YES	YES
Maryland	YES	YES	YES	YES	YES	YES	YES
Massachusetts	YES	YES	YES	YES	YES	NO	YES
Michigan	YES	YES	NO	YES	YES	YES	YES
Minnesota	YES	YES	NO	NO	YES	YES	YES
Mississippi	YES	YES	YES	YES	YES	YES	YES
Missouri	YES	YES	YES	YES	YES	YES	YES
Montana	YES	YES	NO	NO	YES	YES	YES
Nebraska	YES	YES	NO	YES	NO	NO	NO
Nevada	YES	YES	YES	YES	YES	YES	YES
New Hampshire	YES	YES	NO	NO	YES	NO	YES
New Jersey	YES	YES	YES	NO	YES	NO	YES
New Mexico	YES	YES	YES	YES	YES	YES	YES
New York	YES	YES	YES	YES	YES	NO	YES
North Carolina	YES	YES	YES	YES	YES	YES	YES
North Dakota	YES	YES	YES	YES	YES	YES	YES
Ohio	YES	YES	YES	YES	YES	YES	YES
Oklahoma	YES	YES	YES	YES	YES	YES	YES
Oregon	YES	YES	YES	YES	YES	YES	YES
Pennsylvania a/	—	—	—	—	—	—	—
Rhode Island	NO	NO	NO	NO	NO	NO	YES
South Carolina	YES	YES	YES	YES	YES	YES	YES
South Dakota	YES	YES	YES	YES	YES	YES	YES
Tennessee	YES	YES	YES	YES	YES	YES	YES
Texas	NO	NO	NO	NO	NO	NO	YES
Utah	YES	YES	YES	YES	YES	YES	YES
Vermont	NO	YES	NO	YES	NO	NO	YES
Virginia a/	—	—	—	—	—	—	—
Washington	YES	YES	NO	YES	YES	YES	YES
West Virginia a/	—	—	—	—	—	—	—
Wisconsin	YES	YES	YES	YES	YES	YES	YES
Wyoming	NO	YES	YES	YES	NO	YES	YES
American Samoa	YES	YES	YES	YES	YES	YES	YES
Guam a/	—	—	—	—	—	—	—
Northern Marianas	YES	NO	NO	NO	YES	NO	YES
Palau	YES	YES	NO	NO	YES	YES	YES
Puerto Rico	YES	YES	YES	NO	YES	NO	YES
Virgin Islands	NO	NO	NO	NO	NO	NO	NO

a/ Data not reported.

Table B4
(Cont.)

Methods Used to Identify LEP Students, by State: 1991-92

State	Informal Assessment	Language Proficiency Test	Achievement Test	Criterion Referenced Test	Other
Alabama	NO	YES	YES	NO	YES
Alaska	NO	YES	YES	YES	YES
Arizona	YES	YES	YES	YES	NO
Arkansas a/	—	—	—	—	—
California	YES	YES	YES	YES	YES
Colorado	NO	YES	YES	NO	YES
Connecticut	NO	YES	NO	NO	NO
Delaware	YES	YES	YES	NO	NO
District of Columbia	NO	YES	YES	NO	NO
Florida	NO	YES	YES	YES	YES
Georgia	YES	YES	YES	YES	YES
Hawaii	NO	YES	YES	NO	NO
Idaho	YES	YES	YES	NO	NO
Illinois	YES	YES	YES	YES	NO
Indiana	NO	YES	NO	NO	NO
Iowa	NO	YES	YES	NO	NO
Kansas	YES	YES	NO	NO	NO
Kentucky	YES	YES	YES	NO	YES
Louisiana	YES	YES	YES	YES	YES
Maine	YES	YES	YES	NO	YES
Maryland	YES	YES	YES	YES	YES
Massachusetts	YES	YES	NO	NO	NO
Michigan	NO	YES	NO	NO	YES
Minnesota	YES	YES	YES	NO	NO
Mississippi	YES	YES	YES	YES	YES
Missouri	YES	YES	YES	YES	YES
Montana	NO	YES	YES	YES	NO
Nebraska	YES	YES	NO	NO	NO
Nevada	YES	YES	YES	NO	NO
New Hampshire	NO	YES	NO	NO	YES
New Jersey	YES	YES	NO	NO	NO
New Mexico	YES	YES	YES	YES	NO
New York	NO	YES	YES	NO	NO
North Carolina	YES	YES	YES	YES	YES
North Dakota	YES	YES	YES	NO	NO
Ohio	YES	YES	NO	NO	NO
Oklahoma	YES	YES	YES	YES	NO
Oregon	NO	YES	NO	NO	YES
Pennsylvania a/	—	—	—	—	—
Rhode Island	NO	YES	YES	NO	YES
South Carolina	YES	YES	YES	YES	YES
South Dakota	YES	YES	YES	NA	NA
Tennessee	YES	YES	NO	NO	NO
Texas	NO	YES	YES	YES	YES
Utah	NO	YES	YES	YES	NO
Vermont	YES	YES	NO	NO	NO
Virginia a/	—	—	—	—	—
Washington	YES	YES	YES	NA	NA
West Virginia a/	—	—	—	—	
Wisconsin	YES	YES	YES	YES	YES
Wyoming	YES	YES	YES	NO	NO
American Samoa	NO	YES	YES	YES	NO
Guam a/	—	—	—	—	—
Northern Marianas	NO	NO	NO	NO	NO
Palau	YES	YES	NO	NO	YES
Puerto Rico	YES	YES	YES	NO	NO
Virgin Islands	NO	YES	NO	NO	YES

a/ Data not reported.

Table B5a

LEP Students Enrolled in Special Programs to Meet Their Educational Needs by School Type and by State: 1991-92

State	LEP Enrollment			LEP Enrolled in Special Programs			Percent LEP Enrolled in Special Programs		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	1,671	NA	1,671	474	NA	474	28.4	NA	28.4
Alaska	12,058	0	12,058	12,058	0	12,058	100.0	*	100.0
Arizona	67,398	8,543	75,941	58,627	2,098	60,725	87.0	24.6	80.0
Arkansas a/	—	—	—	—	—	—	—	—	—
California	1,078,705	NA	1,078,705	821,511	NA	821,511	76.2	NA	76.2
Colorado	25,025	NA	25,025	17,318	NA	17,318	69.2	NA	69.2
Connecticut	16,703	NA	16,703	15,216	NA	15,216	91.1	NA	91.1
Delaware	1,929	157	2,086	907	0	907	47.0	0.0	43.5
District of Columbia	3,461	94	3,555	3,461	52	3,513	100.0	55.3	98.8
Florida	97,288	NA	97,288	83,825	NA	83,825	86.2	NA	86.2
Georgia	7,817	138	7,955	6,737	0	6,737	86.2	0.0	84.7
Hawaii	10,335	98	10,433	10,335	0	10,335	100.0	0.0	99.1
Idaho	4,970	10	4,980	4,247	10	4,257	85.5	100.0	85.5
Illinois	87,178	NA	87,178	81,849	NA	81,849	93.9	NA	93.9
Indiana	4,822	NA	4,822	1,976	NA	1,976	41.0	NA	41.0
Iowa	4,266	151	4,417	4,133	47	4,180	96.9	31.1	94.6
Kansas	6,066	114	6,180	5,964	0	5,964	98.3	0.0	96.5
Kentucky	1,544	NA	1,544	1,266	15	1,281	82.0	NA	83.0
Louisiana	8,339	701	9,040	6,858	NA	6,858	82.2	NA	75.9
Maine	1,662	108	1,770	1,079	63	1,142	64.9	58.3	64.5
Maryland	12,101	479	12,580	12,101	385	12,486	100.0	80.4	99.3
Massachusetts	42,598	314	42,912	38,043	303	38,346	89.3	96.5	89.4
Michigan	36,720	NA	36,720	18,475	NA	18,475	50.3	NA	50.3
Minnesota	15,769	NA	15,769	15,036	NA	15,036	95.4	NA	95.4
Mississippi	1,748	1,310	3,058	1,287	1,277	2,564	73.6	97.5	83.8
Missouri	3,838	512	4,350	NA	NA	NA	NA	NA	NA
Montana	6,374	450	6,824	3,845	0	3,845	60.3	0.0	56.3
Nebraska	1,805	51	1,856	1,249	16	1,265	69.2	31.4	68.2
Nevada	10,664	71	10,735	9,684	49	9,733	90.8	69.0	90.7
New Hampshire	1,054	81	1,135	591	81	672	56.1	100.0	59.2
New Jersey	45,204	2,311	47,515	45,204	NA	45,204	100.0	NA	95.1
New Mexico	64,307	NA	64,307	50,228	NA	50,228	78.1	NA	78.1
New York	165,484	19,373	184,857	148,706	3,767	152,473	89.9	19.4	82.5
North Carolina	7,026	NA	7,026	3,044	NA	3,044	43.3	NA	43.3
North Dakota	8,076	1,503	9,579	1,696	173	1,869	21.0	11.5	19.5
Ohio	10,596	576	11,172	9,052	430	9,482	85.4	74.7	84.9
Oklahoma	16,393	1,312	17,705	14,833	28	14,861	90.5	2.1	83.9
Oregon	12,605	NA	12,605	9,427	NA	9,427	74.8	NA	74.8
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	7,649	493	8,142	7,649	493	8,142	100.0	100.0	100.0
South Carolina	1,396	70	1,466	1,109	70	1,179	79.4	100.0	80.4
South Dakota	5,848	3,113	8,961	2,888	1,649	4,537	49.4	53.0	50.6
Tennessee	2,569	67	2,636	2,519	67	2,586	98.1	100.0	98.1
Texas	331,054	815	331,869	281,929	815	282,744	85.2	100.0	85.2
Utah	23,566	0	23,566	2,584	0	2,584	11.0	*	11.0
Vermont	550	30	580	295	5	300	53.6	16.7	51.7
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	33,904	410	34,314	33,904	187	34,091	100.0	45.6	99.4
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	14,676	483	15,159	13,680	78	13,758	93.2	16.1	90.8
Wyoming	1,705	291	1,996	750	291	1,041	44.0	100.0	52.2
Total U.S. and D.C.	2,326,546	44,229	2,370,775	1,867,644	12,449	1,880,093	80.3	28.1	79.3
American Samoa	10,964	824	11,788	4,487	508	4,995	40.9	61.7	42.4
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	6,571	1,736	8,307	3,088	0	3,088	47.0	0.0	37.2
Palau	2,175	648	2,823	1,588	259	1,847	73.0	40.0	65.4
Puerto Rico	32,119	2,500	34,619	4,875	NA	4,875	15.2	NA	14.1
Virgin Islands	2,400	0	2,400	839	0	839	35.0	*	35.0
Total U.S., D.C., And Territories	2,380,775	49,937	2,430,712	1,882,521	13,216	1,895,737	79.1	26.5	78.0

Table B5b

LEP Students Enrolled in Special Programs to Meet Their Educational Needs by School Type and by State: 1990-91

State	LEP Enrollment			LEP Enrolled in Special Programs			Percent LEP Enrolled in Special Programs		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	949	103	1,052	261	0	261	27.5	0.0	24.8
Alaska	11,184	0	11,184	11,184	0	11,184	100.0	*	100.0
Arizona	59,913	5,814	65,727	52,632	1,378	54,010	87.8	23.7	82.2
Arkansas	2,000	0	2,000	0	0	0	0.0	*	0.0
California	986,462	NA	986,462	742,664	NA	742,664	75.3	NA	75.3
Colorado	17,187	0	17,187	9,748	0	9,748	56.7	*	56.7
Connecticut	15,885	1,103	16,988	14,705	436	15,141	92.6	39.5	89.1
Delaware	1,802	167	1,969	885	0	885	49.1	0.0	44.9
District of Columbia	3,272	87	3,359	2,768	0	2,768	84.6	0.0	82.4
Florida	83,937	NA	83,937	64,742	NA	64,742	77.1	NA	77.1
Georgia	6,422	499	6,921	6,036	0	6,036	94.0	0.0	87.2
Hawaii	9,654	76	9,730	9,654	45	9,699	100.0	59.2	99.7
Idaho	3,932	54	3,986	3,458	9	3,467	87.9	16.7	87.0
Illinois	79,291	NA	79,291	71,857	NA	71,857	90.6	NA	90.6
Indiana	4,670	NA	4,670	1,816	NA	1,816	38.9	NA	38.9
Iowa	3,583	122	3,705	3,299	27	3,326	92.1	22.1	89.8
Kansas	4,570	91	4,661	4,440	NA	4,440	97.2	NA	95.3
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	7,654	691	8,345	5,769	NA	5,769	75.4	NA	69.1
Maine	1,943	40	1,983	705	40	745	36.3	100.0	37.6
Maryland	12,257	444	12,701	12,230	351	12,581	99.8	79.1	99.1
Massachusetts	42,296	310	42,606	37,997	299	38,296	89.8	96.5	89.9
Michigan	37,112	NA	37,112	18,048	NA	18,048	48.6	NA	48.6
Minnesota	13,152	52	13,204	12,980	2	12,982	98.7	3.8	98.3
Mississippi	1,641	1,112	2,753	NA	NA	NA	NA	NA	NA
Missouri	3,227	588	3,815	3,227	588	3,815	100.0	100.0	100.0
Montana	6,202	433	6,635	NA	NA	2,268	NA	NA	34.2
Nebraska	1,224	33	1,257	938	2	940	76.6	6.1	74.8
Nevada	8,983	74	9,057	8,769	61	8,830	97.6	82.4	97.5
New Hampshire	1,085	61	1,146	814	37	851	75.0	60.7	74.3
New Jersey	47,560	3,210	50,770	47,560	NA	47,560	100.0	NA	93.7
New Mexico	73,506	NA	73,506	53,106	NA	53,106	72.2	NA	72.2
New York	149,514	18,694	168,208	146,611	4,477	151,088	98.1	23.9	89.8
North Carolina	6,000	30	6,030	3,074	30	3,104	51.2	100.0	51.5
North Dakota	6,742	445	7,187	1,996	72	2,068	29.6	16.2	28.8
Ohio	8,575	417	8,992	2,553	164	2,717	29.8	39.3	30.2
Oklahoma	14,594	1,266	15,860	8,436	NA	8,436	57.8	NA	53.2
Oregon	7,557	NA	7,557	3,128	NA	3,128	41.4	NA	41.4
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	7,632	NA	7,632	7,632	NA	7,632	100.0	NA	100.0
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	3,384	3,297	6,681	2,588	1,268	3,856	76.5	38.5	57.7
Tennessee	3,579	81	3,660	3,480	50	3,530	97.2	61.7	96.4
Texas	311,782	1,452	313,234	285,458	1,452	286,910	91.6	100.0	91.6
Utah	14,833	27	14,860	3,179	0	3,179	21.4	0.0	21.4
Vermont	475	25	500	288	0	288	60.6	0.0	57.6
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	28,473	173	28,646	28,473	107	28,580	100.0	61.8	99.8
West Virginia	224	7	231	57	0	57	25.4	0.0	24.7
Wisconsin	14,534	114	14,648	13,770	80	13,850	94.7	70.2	94.6
Wyoming	1,680	239	1,919	695	190	885	41.4	79.5	46.1
Total U.S. and D.C.	2,132,142	41,431	2,173,573	1,713,691	11,166	1,727,125	80.4	27.0	79.5
American Samoa	10,344	1,498	11,842	4,019	876	4,895	38.9	58.5	41.3
Guam	2,309	NA	2,309	2,309	NA	2,309	100.0	NA	100.0
Northern Marianas	5,818	1,750	7,568	2,515	0	2,515	43.2	0.0	33.2
Palau	2,677	809	3,486	2,677	809	3,486	100.0	100.0	100.0
Puerto Rico	31,516	2,206	33,722	4,775	0	4,775	15.2	0.0	14.2
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	2,184,806	47,694	2,232,500	1,729,996	12,851	1,745,105	79.2	26.9	78.2

a/ Data not reported.

Table B5c Changes in LEP Enrollment, LEP Enrollment in Special Programs, and Percent LEP Enrolled in Special Programs to Meet Their Educational Needs, by School Type and by State: 1990-91 to 1991-92

	Change in LEP Enrollment			Change in LEP in Special Programs			% Change in LEP Enrolled in Special Programs		
State	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	722	NA	619	213	NA	213	81.6	NA	81.6
Alaska	872	0	872	872	0	872	7.8	*	7.8
Arizona	7,485	2,729	10,214	5,995	720	6,715	11.4	52.2	12.4
Arkansas a/	—	—	—	—	—	—	—	—	—
California	92,243	NA	92,243	78,857	NA	78,857	10.6	NA	10.6
Colorado	7,838	NA	7,838	7,572	NA	7,572	77.7	NA	77.7
Connecticut	818	NA	(285)	511	NA	75	3.5	NA	0.5
Delaware	127	(10)	117	22	0	22	2.5	*	2.5
District of Columbia	189	7	196	693	52	745	25.0	*	26.9
Florida	13,361	NA	13,361	19,083	NA	19,083	29.5	NA	29.5
Georgia	1,395	(361)	1,034	701	0	701	11.6	*	11.5
Hawaii	681	22	703	681	(45)	636	7.1	(100.0)	6.6
Idaho	1,038	(44)	994	789	1	790	22.8	11.1	22.8
Illinois	7,887	NA	7,887	9,992	NA	9,992	13.9	NA	13.9
Indiana	152	NA	152	161	NA	161	8.9	NA	8.9
Iowa	683	29	712	834	20	854	25.3	74.1	25.7
Kansas	1,496	23	1,519	1,524	NA	1,524	34.3	NA	34.3
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	685	10	695	1,089	NA	1,089	18.9	NA	18.9
Maine	(281)	68	(213)	374	23	397	53.0	57.5	53.3
Maryland	(156)	35	(121)	(129)	34	(95)	(1.1)	9.7	(0.8)
Massachusetts	302	4	306	46	4	50	0.1	1.3	0.1
Michigan	(392)	NA	(392)	427	NA	427	2.4	NA	2.4
Minnesota	2,617	NA	2,586	2,058	NA	2,064	15.8	NA	15.8
Mississippi	107	198	305	NA	NA	NA	NA	NA	NA
Missouri	611	(76)	535	NA	NA	NA	NA	NA	NA
Montana	172	17	189	NA	NA	1,577	NA	NA	69.5
Nebraska	581	18	599	311	14	325	33.2	700.0	34.6
Nevada	1,681	(3)	1,678	915	(12)	903	10.4	(19.7)	10.2
New Hampshire	(31)	20	(11)	(223)	44	(179)	(27.4)	118.9	(21.0)
New Jersey	(2,356)	(899)	(3,255)	(2,369)	NA	(2,369)	(8.0)	NA	(8.0)
New Mexico	(9,198)	NA	(9,198)	(2,878)	NA	(2,878)	(6.4)	NA	(6.4)
New York	15,970	679	16,649	2,095	(710)	1,385	1.4	(15.9)	0.9
North Carolina	1,026	NA	996	(30)	NA	(60)	(1.0)	NA	(1.8)
North Dakota	1,334	1,068	2,392	(293)	101	(192)	(14.8)	140.3	(9.3)
Ohio	2,021	159	2,180	6,499	266	6,765	254.6	162.2	249.0
Oklahoma	1,798	48	1,846	6,398	NA	6,428	75.9	NA	79.2
Oregon	5,048	NA	5,048	6,301	NA	6,301	201.6	NA	201.6
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	17	NA	510	17	NA	510	0.2	NA	8.7
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	2,454	(184)	2,270	293	380	673	11.3	29.9	17.4
Tennessee	(1,010)	(14)	(1,024)	(961)	17	(944)	(27.6)	34.0	(26.7)
Texas	19,272	(637)	18,635	(3,529)	(637)	(4,166)	(1.2)	(43.9)	(1.5)
Utah	8,765	(27)	8,738	(506)	0	(506)	(18.7)	*	(18.7)
Vermont	75	5	80	7	5	12	2.4	*	4.2
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	5,431	237	5,668	5,431	80	5,511	19.1	74.8	19.3
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	142	369	511	(90)	(2)	(92)	(0.7)	(2.5)	(0.7)
Wyoming	25	52	77	55	101	156	7.9	53.2	17.6
Total U.S. and D.C.	194,404	2,798	197,202	153,653	1,283	152,966	9.0	11.5	8.9
American Samoa	620	(674)	(54)	466	(366)	100	11.6	(42.0)	2.0
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	753	(14)	739	573	0	573	22.8	*	22.8
Palau	(502)	(161)	(663)	(1,066)	(560)	(1,626)	(40.7)	(66.0)	(47.0)
Puerto Rico	603	294	897	100	NA	100	2.1	NA	2.1
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	195,969	2,243	198,212	152,536	366	150,632	8.8	2.8	8.6

a/ Data not reported.

Table B6a

LEP Students Who Could Benefit From but are not Enrolled in Special Programs to Meet Their Educational Needs, by School Type and by State: 1991-92

State	Total LEP			LEP Not Enrolled in Special Programs			Percent LEP Not Enrolled		
	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	1,671	NA	1,671	1,197	NA	1,197	71.6	NA	71.6
Alaska	12,058	0	12,058	0	0	0	0.0	*	0.0
Arizona	67,398	8,543	75,941	8,771	6,445	15,216	13.0	75.4	20.0
Arkansas a/	—	—	—	—	—	—	—	—	—
California	1,078,705	NA	1,078,705	257,185	NA	257,185	23.8	NA	23.8
Colorado	25,025	NA	25,025	7,707	NA	7,707	30.8	NA	30.3
Connecticut	16,703	NA	16,703	1,487	NA	1,487	8.9	NA	8.9
Delaware	1,929	157	2,086	1,022	157	1,179	53.0	100.0	56.5
District of Columbia	3,461	94	3,555	0	42	42	0.0	44.7	1.2
Florida	97,288	NA	97,288	13,463	NA	13,463	13.8	NA	13.8
Georgia	7,817	138	7,955	1,080	138	1,218	13.8	100.0	15.3
Hawaii	10,335	98	10,433	0	98	98	0.0	100.0	0.9
Idaho	4,970	10	4,980	723	0	723	14.5	0.0	14.5
Illinois	87,178	NA	87,178	5,329	NA	5,329	6.1	NA	6.1
Indiana	4,822	NA	4,822	2,846	NA	2,846	59.0	NA	59.0
Iowa	4,266	151	4,417	133	104	237	3.1	68.9	5.4
Kansas	6,066	114	6,180	102	114	216	1.7	100.0	3.5
Kentucky	1,544	NA	1,544	235	28	263	15.2	NA	17.0
Louisiana	8,339	701	9,040	1,481	NA	1,481	17.8	NA	16.4
Maine	1,662	108	1,770	482	146	628	29.0	135.2	35.5
Maryland	12,101	479	12,580	0	94	94	0.0	19.6	0.7
Massachusetts	42,598	314	42,912	4,556	11	4,566	10.7	3.5	10.6
Michigan	36,720	NA	36,720	18,246	NA	18,246	49.7	NA	49.7
Minnesota	15,769	NA	15,769	733	NA	733	4.6	NA	4.6
Mississippi	1,748	1,310	3,058	461	33	494	26.4	2.5	16.2
Missouri	3,838	512	4,350	NA	NA	NA	NA	NA	NA
Montana	6,374	450	6,824	2,529	450	2,979	39.7	100.0	43.7
Nebraska	1,805	51	1,856	555	36	591	30.8	66.6	31.8
Nevada	10,664	71	10,735	980	22	1,002	9.2	31.0	9.3
New Hampshire	1,054	81	1,136	358	27	385	34.0	33.3	33.9
New Jersey	45,204	2,311	47,515	0	NA	0	0.0	NA	0.0
New Mexico	64,307	NA	64,307	16,587	NA	16,587	25.8	NA	25.8
New York	165,484	19,373	184,857	16,778	15,606	32,384	10.1	80.6	17.5
North Carolina	7,029	NA	7,029	268	NA	268	3.8	NA	3.8
North Dakota	8,076	1,503	9,579	6,383	1,330	7,713	79.0	88.5	80.5
Ohio	10,596	576	11,172	1,544	146	1,690	14.6	25.3	15.1
Oklahoma	16,393	1,312	17,705	1,560	1,284	2,844	9.5	97.9	16.1
Oregon	12,605	NA	12,605	3,178	NA	3,178	25.2	NA	25.2
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	7,649	493	8,142	0	0	0	0.0	0.0	0.0
South Carolina	1,396	70	1,466	287	0	287	20.6	0.0	19.6
South Dakota	5,848	3,113	8,961	3,010	1,418	4,428	51.5	45.6	49.4
Tennessee	2,569	67	2,636	50	0	50	1.9	0.0	1.9
Texas	331,054	815	331,869	49,125	0	49,125	14.8	0.0	14.8
Utah	23,606	0	23,606	21,014	0	21,014	89.0	*	89.0
Vermont	550	30	580	255	25	280	46.4	83.3	48.3
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	33,904	410	34,314	0	223	223	0.0	54.4	0.6
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	14,676	483	15,159	996	405	1,401	6.8	83.9	9.2
Wyoming	1,705	291	1,996	882	73	955	51.7	25.1	47.8
Total U.S. and D.C.	2,326,549	44,229	2,370,778	453,587	28,454	482,041	19.5	64.3	20.3
American Samoa	10,964	824	11,788	6,477	316	6,793	59.1	38.3	57.6
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	6,571	1,736	8,307	3,483	1,736	5,219	53.0	100.0	62.8
Palau	2,175	648	2,823	587	389	976	27.0	60.0	34.6
Puerto Rico	32,119	2,500	34,619	27,244	2,500	29,744	84.8	100.0	85.9
Virgin Islands	2,400	0	2,400	1,581	0	1,581	66.0	*	66.0
Total U.S., D.C., And Territories	2,380,775	49,937	2,430,712	492,939	33,395	526,334	20.7	66.9	21.7

a/ Data not reported.

Table B6b

LEP Students Who Could Benefit From but are not Enrolled in Special Programs to Meet Their Educational Needs, by School Type and by State: 1990-91

	Total LEP			LEP Not Enrolled in Special Programs			Percent LEP Not Enrolled		
State	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	949	103	1,052	949	103	1,052	100.0	100.0	100.0
Alaska	11,184	0	11,184	11,184	0	11,184	100.0	*	100.0
Arizona	59,913	5,814	65,727	7,281	4,436	11,717	12.2	76.3	17.8
Arkansas	2,000	0	2,000	NA	NA	NA	0.0	NA	0.0
California	986,462	NA	986,462	243,806	NA	243,806	24.7	NA	24.7
Colorado	17,187	0	17,187	7,441	NA	7,441	43.3	NA	43.3
Connecticut	15,885	1,103	16,988	1,180	667	1,847	7.4	60.5	10.9
Delaware	1,802	167	1,969	718	167	885	39.8	100.0	44.9
District of Columbia	3,272	87	3,359	504	0	504	15.4	0.0	15.0
Florida	83,937	NA	83,937	19,196	NA	19,196	22.9	NA	22.9
Georgia	6,422	499	6,921	386	499	885	6.0	100.0	12.8
Hawaii	9,654	76	9,730	9,654	31	9,685	100.0	40.8	99.5
Idaho	3,932	54	3,986	519	54	573	13.2	100.0	14.4
Illinois	79,291	NA	79,291	7,434	NA	7,434	9.4	NA	9.4
Indiana	4,670	NA	4,670	2,855	NA	2,855	61.1	NA	61.1
Iowa	3,583	122	3,705	284	95	379	7.9	77.9	10.2
Kansas	4,570	91	4,661	221	NA	221	4.8	NA	4.7
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	7,654	691	8,345	2,559	NA	2,559	33.4	NA	30.7
Maine	1,943	40	1,983	1,238	0	1,238	63.7	0.0	62.4
Maryland	12,257	444	12,701	27	93	120	0.2	20.9	0.9
Massachusetts	42,298	310	42,608	4,299	11	4,310	10.2	3.5	10.1
Michigan	37,112	NA	37,112	18,048	NA	18,048	48.6	NA	48.6
Minnesota	13,152	52	13,204	172	50	222	1.3	96.2	1.7
Mississippi	1,641	1,112	2,753	196	3	199	11.9	0.3	7.2
Missouri	3,227	588	3,815	NA	NA	NA	NA	NA	NA
Montana	6,202	433	6,635	NA	NA	4,387	NA	NA	66.8
Nebraska	1,224	33	1,257	286	31	317	23.4	93.9	25.2
Nevada	8,993	74	9,067	214	13	227	2.4	17.6	2.5
New Hampshire	1,085	61	1,146	271	24	295	25.0	39.3	25.7
New Jersey	47,560	3,210	50,770	0	NA	0	0.0	NA	0.0
New Mexico	73,506	NA	73,506	24,262	NA	24,262	33.0	NA	33.0
New York	149,514	18,694	168,208	2,903	14,217	17,120	1.9	76.1	10.2
North Carolina	6,000	30	6,030	957	NA	957	16.0	NA	15.9
North Dakota	6,742	445	7,187	4,756	373	5,129	70.5	83.8	71.4
Ohio	8,575	417	8,992	6,022	253	6,275	70.2	60.7	69.8
Oklahoma	14,594	1,296	15,890	13,510	NA	13,510	92.6	NA	85.2
Oregon	7,567	NA	7,567	4,431	NA	4,431	58.6	NA	58.6
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	7,632	NA	7,632	7,632	NA	7,632	100.0	NA	100.0
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	3,394	3,297	6,691	799	2,028	2,827	23.5	61.5	42.3
Tennessee	3,579	81	3,660	99	31	130	2.8	38.3	3.6
Texas	311,782	1,462	313,234	26,324	NA	26,324	8.4	NA	8.4
Utah	14,833	27	14,860	11,654	27	11,681	78.6	100.0	78.6
Vermont	475	25	500	212	0	212	44.6	0.0	42.4
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	28,473	173	28,646	0	66	66	0.0	38.2	0.2
West Virginia	224	7	231	167	7	174	74.6	100.0	75.3
Wisconsin	14,534	114	14,648	764	34	798	5.3	29.8	5.4
Wyoming	1,680	239	1,919	985	49	1,034	58.6	20.5	53.9
Total U.S. and D.C.	2,132,142	41,431	2,173,573	448,400	23,382	474,129	20.9	56.4	21.8
American Samoa	10,344	1,498	11,842	6,325	622	6,947	61.1	41.5	58.7
Guam	2,309	NA	2,309	2,309	NA	2,309	100.0	NA	100.0
Northern Marianas	5,816	1,780	7,596	3,303	1,780	5,083	56.8	100.0	66.9
Palau	2,677	809	3,486	2,677	809	3,486	100.0	100.0	100.0
Puerto Rico	31,516	2,206	33,722	26,741	2,206	28,947	84.8	100.0	85.8
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	2,184,806	47,694	2,232,500	487,756	28,749	520,871	22.3	60.3	23.3

a/ Data not reported.

Table B6c Changes in LEP Enrollment, LEP not Enrolled in Special Programs, and Percent LEP not Enrolled in Special Programs To Meet Their Educational Needs, by School Type and by State: 1990-91 to 1991-92

	Change in LEP Enrollment			Change in LEP Not in Special Programs			% Change in LEP Not in Special Programs		
State	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic	Total
Alabama	722	NA	819	248	NA	145	28.1	NA	13.8
Alaska	872	0	872	(11,184)	0	(11,184)	(100.0)	*	(100.0)
Arizona	7,485	2,729	10,214	1,490	2,009	3,499	20.5	45.3	29.8
Arkansas a/	—	—	—	—	—	—	—	—	—
California	92,243	NA	92,243	13,377	NA	13,377	5.5	NA	5.5
Colorado	7,838	NA	7,838	268	NA	268	3.6	NA	3.6
Connecticut	818	NA	(285)	307	NA	(360)	26.0	NA	(19.5)
Delaware	127	(10)	117	304	(10)	294	42.3	(6.0)	33.2
District of Columbia	189	7	196	(504)	42	(462)	(100.0)	*	(91.7)
Florida	13,351	NA	13,351	(5,732)	NA	(5,732)	(29.9)	NA	(29.9)
Georgia	1,395	(361)	1,034	694	(361)	333	179.8	(72.3)	37.8
Hawaii	681	22	703	(9,654)	67	(9,587)	(100.0)	216.1	(99.0)
Idaho	1,038	(44)	994	204	(54)	150	39.3	(100.0)	26.2
Illinois	7,887	NA	7,887	(2,105)	NA	(2,105)	(28.3)	NA	(28.3)
Indiana	152	NA	152	(9)	NA	(9)	(0.3)	NA	(0.3)
Iowa	683	29	712	(151)	9	(142)	(53.2)	9.6	(37.5)
Kansas	1,496	23	1,519	(119)	NA	(5)	(53.8)	NA	(2.3)
Kentucky a/	—	—	—	—	—	—	—	—	—
Louisiana	685	10	695	(1,078)	NA	(1,078)	(42.1)	NA	(42.1)
Maine	(281)	68	(213)	(756)	146	(610)	(61.1)	*	(49.3)
Maryland	(156)	35	(121)	(27)	1	(26)	(100.0)	1.1	(21.7)
Massachusetts	302	4	306	258	0	258	6.0	0.0	5.9
Michigan	(382)	NA	(382)	197	NA	197	1.1	NA	1.1
Minnesota	2,617	NA	2,586	581	NA	611	326.2	NA	230.2
Mississippi	107	198	305	265	30	295	136.2	1,000.0	148.2
Missouri	611	(76)	535	NA	NA	NA	NA	NA	NA
Montana	172	17	189	NA	NA	(1,388)	NA	NA	(31.6)
Nebraska	581	18	599	270	4	274	94.4	12.9	98.4
Nevada	1,681	(3)	1,678	769	9	778	357.8	69.2	341.4
New Hampshire	(31)	20	(11)	87	3	90	32.1	12.8	30.6
New Jersey	(2,356)	(899)	(3,255)	0	NA	0	*	NA	*
New Mexico	(9,198)	NA	(9,198)	(7,686)	NA	(7,686)	(31.6)	NA	(31.6)
New York	15,970	679	16,649	13,875	1,389	15,264	478.0	9.8	89.2
North Carolina	1,029	NA	999	(869)	NA	(869)	(72.0)	NA	(72.0)
North Dakota	1,334	1,058	2,392	1,627	957	2,584	34.2	258.6	50.4
Ohio	2,021	159	2,180	(4,478)	(107)	(4,585)	(74.4)	(42.3)	(73.1)
Oklahoma	1,799	46	1,845	(11,950)	NA	(10,888)	(86.5)	NA	(78.9)
Oregon	5,048	NA	5,048	(1,253)	NA	(1,253)	(28.3)	NA	(28.3)
Pennsylvania a/	—	—	—	—	—	—	—	—	—
Rhode Island	17	NA	510	(7,632)	NA	(7,632)	(100.0)	NA	(100.0)
South Carolina a/	—	—	—	—	—	—	—	—	—
South Dakota	2,454	(184)	2,270	2,211	(610)	1,601	278.7	(30.1)	58.8
Tennessee	(1,010)	(14)	(1,024)	(49)	(31)	(80)	(49.5)	(100.0)	(61.5)
Texas	19,272	(637)	18,635	22,901	NA	22,901	86.6	NA	86.6
Utah	8,765	(27)	8,738	9,360	(27)	9,333	80.3	(100.0)	79.9
Vermont	75	5	80	43	25	68	20.3	*	32.1
Virginia a/	—	—	—	—	—	—	—	—	—
Washington	5,431	237	5,668	0	157	157	*	237.9	237.9
West Virginia a/	—	—	—	—	—	—	—	—	—
Wisconsin	142	369	511	232	371	603	30.4	1,081.2	75.6
Wyoming	25	52	77	(103)	24	(79)	(10.6)	48.0	(7.6)
Total U.S. and D.C.	194,404	2,798	197,202	7,187	5,082	7,912	1.6	21.8	1.7
American Samoa	620	(674)	(54)	152	(306)	(154)	2.4	(49.2)	(2.2)
Guam a/	—	—	—	—	—	—	—	—	—
Northern Marianas	753	(14)	739	180	(14)	166	5.4	(0.8)	3.3
Palau	(502)	(161)	(663)	(2,090)	(420)	(2,510)	(78.1)	(51.9)	(72.0)
Puerto Rico	603	294	897	503	284	787	1.9	13.3	2.8
Virgin Islands a/	—	—	—	—	—	—	—	—	—
Total U.S., D.C. And Territories	196,969	2,243	199,212	5,184	4,848	5,463	1.1	16.2	1.0

a/ Data not reported.

Table B7 Number and Percent of LEP Students Served by Federal, State and Local Programs by State and by Type of Program: 1991-92

State	Chapter 1		Migrant		Even Start		Emergency Immigrant		Special Education	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	NA	NA	NA	NA	0	0.0	0	0.0	NA	NA
Alaska	1,174	9.7	1,101	9.1	38	0.3	0	0.0	1,430	11.9
Arizona	13,566	17.8	4,087	5.4	148	0.2	16,001	21.1	8,299	10.9
Arkansas a/	—	—	—	—	—	—	—	—	—	—
California	438,477	40.6	98,188	9.1	NA	NA	348,068	32.3	62,468	5.8
Colorado	831	3.3	1,984	7.9	0	0.0	2,083	8.3	191	0.8
Connecticut	8,487	50.7	1,972	11.8	4	0.0	3,857	23.1	2,388	14.3
Delaware	NA	NA	0	0.0	0	0.0	0	0.0	NA	NA
District of Columbia	556	15.6	127	3.6	154	4.3	3,481	97.4	256	7.2
Florida	20,453	21.0	4,897	5.0	2,158	2.2	33,510	34.4	8,606	8.8
Georgia	828	10.4	573	7.2	NA	NA	3,848	48.4	157	2.0
Hawaii	0	0.0	0	0.0	0	0.0	2,904	27.8	0	0.0
Idaho	1,854	37.2	2,778	55.7	72	1.4	469	9.4	198	4.0
Illinois	806	0.9	2,036	2.3	NA	NA	38,944	44.7	2,599	3.0
Indiana	842	17.5	NA	NA	0	0.0	0	0.0	279	5.8
Iowa	407	9.2	473	10.7	NA	NA	224	5.1	78	1.7
Kansas	1,643	26.6	2,522	40.8	28	0.5	2,188	35.4	118	1.9
Kentucky	61	4.0	207	13.4	0	0.0	0	0.0	36	2.3
Louisiana	694	7.7	1,753	19.4	20	0.2	3,480	38.6	373	4.1
Maine	41	2.3	41	2.3	0	0.0	257	14.5	24	1.4
Maryland	1,879	14.9	0	0.0	6,219	49.4	292	2.3	84	0.7
Massachusetts	7,348	17.1	4,084	9.5	0	0.0	17,070	39.6	11,378	26.5
Michigan	NA	NA	25,406	69.2	1,907	5.2	3,618	9.9	NA	NA
Minnesota	3,369	21.4	675	4.3	31	0.2	1,390	8.8	880	5.6
Mississippi	1,056	34.5	182	6.0	16	0.5	0	0.0	225	7.4
Missouri	3,313	78.2	72	1.7	41	0.9	847	19.5	NA	NA
Montana	1,453	21.3	114	1.7	36	0.5	46	0.7	513	7.5
Nebraska	0	0.0	0	0.0	0	0.0	0	0.0	47	2.5
Nevada	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
New Hampshire	128	11.3	NA	NA	NA	NA	NA	NA	26	2.3
New Jersey	14,852	31.3	270	0.6	NA	NA	21,293	44.8	1,368	2.9
New Mexico	22,775	35.4	2,480	3.9	143	0.2	4,781	7.4	12,933	20.1
New York	72,486	39.2	NA	NA	NA	NA	111,325	60.2	0	0.0
North Carolina	442	6.3	1,242	17.7	0	0.0	5	0.1	53	0.8
North Dakota	2,784	29.1	NA	NA	103	1.1	316	3.3	818	8.5
Ohio	1,261	11.3	313	2.8	NA	NA	1,672	15.0	569	5.0
Oklahoma	5,150	29.1	459	2.6	12	0.1	408	2.3	2,638	14.9
Oregon	NA	NA	1,280	10.0	30	0.2	3,657	29.0	625	5.0
Pennsylvania a/	—	—	—	—	—	—	—	—	—	—
Rhode Island	0	0.0	332	4.1	0	0.0	7,978	97.9	330	4.1
South Carolina	144	9.8	5	0.3	0	0.0	0	0.0	34	2.3
South Dakota	1,199	13.4	1	0.0	300	3.3	0	0.0	2,267	25.3
Tennessee	231	8.8	400	15.2	0	0.0	825	31.3	40	1.5
Texas	128,673	38.8	13,606	4.1	1,502	0.5	69,189	20.8	27,438	8.3
Utah	0	0.0	0	0.0	0	0.0	7,061	29.9	1,162	4.9
Vermont	100	17.2	0	0.0	0	0.0	0	0.0	40	6.9
Virginia a/	—	—	—	—	—	—	—	—	—	—
Washington	4,032	11.8	8,827	24.8	387	1.2	13,586	38.5	790	2.3
West Virginia a/	—	—	—	—	—	—	—	—	—	—
Wisconsin	1,331	8.8	260	1.7	14	0.1	1,189	7.9	974	6.4
Wyoming	312	15.6	62	3.1	40	2.0	0	0.0	24	1.2
Total U.S. and D.C.	783,011	32.2	182,369	7.7	13,408	0.6	725,820	30.6	152,732	6.4
American Samoa	0	0.0	0	0.0	0	0.0	0	0.0	46	0.4
Guam a/	—	—	—	—	—	—	—	—	—	—
Northern Marianas	0	0.0	0	0.0	0	0.0	0	0.0	199	2.4
Palau	1,588	60.3	0	0.0	0	0.0	0	0.0	193	6.8
Puerto Rico c/	NA	—	NA	—	NA	—	NA	—	NA	—
Virgin Islands	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total U.S., D.C., And Territories	784,599	31.6	182,369	7.5	13,408	0.6	725,820	29.9	153,170	6.3

a/ Data not reported.

b/ Florida reported a duplicated count in the State Bilingual Education category which was adjusted so as not to skew that national figures.

c/ Puerto Rico reported total participant counts in the federal program categories rather than LEP counts; therefore these data have been eliminated from this analysis.

Table B7 (cont.)

Number and Percent of LEP Students Served by Federal, State and Local Programs by State and by Type of Program: 1991-92

State	Vocational Education		TBE		DBE		SAIP		Recent Arrivals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	NA	NA	350	20.9	0	0.0	124	7.4	0	0.0
Alaska	NA	NA	294	2.4	0	0.0	278	2.3	0	0.0
Arizona	13,813	18.2	10,196	13.4	0	0.0	4,616	6.1	0	0.0
Arkansas a/	—	—	—	—	—	—	—	—	—	—
California	NA	NA	100,679	9.3	966	0.1	12,682	1.2	3,573	0.3
Colorado	0	0.0	461	1.8	0	0.0	1,040	4.2	0	0.0
Connecticut	417	2.5	379	2.3	1,000	6.0	0	0.0	0	0.0
Delaware	NA	NA	2	0.1	0	0.0	6	0.3	0	0.0
District of Columbia	116	3.3	200	5.6	0	0.0	947	26.6	0	0.0
Florida b/	21,087	21.7	3,669	3.8	150	0.2	720	0.7	NA	NA
Georgia	NA	NA	0	0.0	0	0.0	0	0.0	0	0.0
Hawaii	0	0.0	364	3.5	0	0.0	1,085	10.4	0	0.0
Idaho	722	14.5	336	6.7	0	0.0	50	1.0	0	0.0
Illinois	NA	NA	2,160	2.5	600	0.7	2,315	2.7	0	0.0
Indiana	159	3.3	215	4.5	0	0.0	50	1.0	0	0.0
Iowa	619	14.0	942	21.3	0	0.0	0	0.0	0	0.0
Kansas	958	15.5	0	0.0	0	0.0	229	3.7	0	0.0
Kentucky	410	26.6	87	5.6	0	0.0	30	1.9	8	0.5
Louisiana	0	0.0	648	7.2	0	0.0	919	10.2	0	0.0
Maine	48	2.6	299	16.9	0	0.0	870	49.2	96	5.4
Maryland	0	0.0	409	3.2	0	0.0	0	0.0	0	0.0
Massachusetts	0	0.0	5,377	12.5	749	1.7	412	1.0	0	0.0
Michigan	NA	NA	1,911	5.2	120	0.3	6,036	16.4	0	0.0
Minnesota	NA	NA	4,236	26.9	0	0.0	188	1.2	0	0.0
Mississippi	NA	NA	626	20.5	0	0.0	865	28.3	0	0.0
Missouri	NA	NA	425	9.8	0	0.0	78	1.8	0	0.0
Montana	712	10.4	1,901	27.9	0	0.0	373	5.5	0	0.0
Nebraska	0	0.0	202	10.9	0	0.0	144	7.8	0	0.0
Nevada	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
New Hampshire	0	0.0	0	0.0	0	0.0	48	4.2	0	0.0
New Jersey	686	1.4	2,649	5.6	0	0.0	0	0.0	0	0.0
New Mexico	988	1.5	8,852	13.8	0	0.0	217	0.3	0	0.0
New York	0	0.0	19,468	10.5	1,058	0.6	4,803	2.6	NA	NA
North Carolina	8	0.1	253	3.6	0	0.0	5	0.1	0	0.0
North Dakota	NA	NA	1,384	14.4	0	0.0	0	0.0	0	0.0
Ohio	184	1.6	288	2.6	NA	NA	150	1.3	0	0.0
Oklahoma	1,366	7.9	1,420	8.0	60	0.3	879	5.0	306	1.7
Oregon	NA	NA	2,126	16.9	180	1.4	750	6.0	0	0.0
Pennsylvania a/	—	—	—	—	—	—	—	—	—	—
Rhode Island	125	1.5	0	0.0	0	0.0	700	8.6	120	1.5
South Carolina	0	0.0	128	8.5	0	0.0	0	0.0	0	0.0
South Dakota	NA	NA	1,332	14.9	0	0.0	196	2.2	0	0.0
Tennessee	0	0.0	NA	NA	NA	NA	NA	NA	NA	NA
Texas	25,637	7.7	7,623	2.3	1,122	0.3	2,984	0.9	834	0.3
Utah	0	0.0	86	0.4	0	0.0	512	2.2	86	0.4
Vermont	16	2.6	0	0.0	0	0.0	0	0.0	0	0.0
Virginia a/	—	—	—	—	—	—	—	—	—	—
Washington	NA	NA	5,696	16.6	0	0.0	139	0.4	1,696	4.9
West Virginia a/	—	—	—	—	—	—	—	—	—	—
Wisconsin	1,167	7.3	0	0.0	0	0.0	0	0.0	0	0.0
Wyoming	11	0.6	122	6.1	81	4.1	412	20.6	44	2.2
Total U.S. and D.C.	69,216	2.9	187,776	7.9	6,085	0.3	45,848	1.9	6,764	0.3
American Samoa	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Guam a/	—	—	—	—	—	—	—	—	—	—
Northern Marianas	2,792	33.6	0	0.0	0	0.0	0	0.0	0	0.0
Palau	0	0.0	466	16.6	0	0.0	680	24.1	0	0.0
Puerto Rico c/	NA	—	NA	—	NA	—	NA	—	NA	—
Virgin Islands	NA	NA	101	4.2	NA	NA	NA	NA	NA	NA
Total U.S., D.C., And Territories	72,008	3.0	188,344	7.7	6,085	0.3	46,528	1.9	6,764	0.3

a/ Data not reported.

b/ Florida reported a duplicated count in the State Bilingual Education category which was adjusted so as not to skew that national figures.

c/ Puerto Rico reported total participant counts in the federal program categories rather than LEP counts; therefore these data have been eliminated from this analysis.

Table B7
(cont.)

Number and Percent of LEP Students Served by Federal, State and Local Programs by State and by Type of Program: 1991-92

State	Magnet Schools		Family English Literacy		Special Populations		State Bilingual		State ESL only	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	0	0.0	0	0.0	0	0.0	NA	NA	0	0.0
Alaska	0	0.0	0	0.0	303	2.5	12,086	100.0	0	0.0
Arizona	0	0.0	0	0.0	0	0.0	17,148	22.6	38,066	50.2
Arkansas a/	—	—	—	—	—	—	—	—	—	—
California	0	0.0	6,124	0.6	1,464	0.1	658,822	61.2	161,808	15.0
Colorado	0	0.0	12	0.0	160	0.6	1,156	4.6	9,401	37.6
Connecticut	0	0.0	0	0.0	0	0.0	12,848	76.9	2,388	14.2
Delaware	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
District of Columbia	0	0.0	0	0.0	0	0.0	209	5.9	3,252	91.5
Florida b/	NA	NA	250	0.3	60	0.1	83,825	86.2	83,825	86.2
Georgia	0	0.0	146	1.8	0	0.0	0	0.0	6,737	84.7
Hawaii	0	0.0	0	0.0	0	0.0	10,336	98.1	0	0.0
Idaho	0	0.0	0	0.0	0	0.0	0	0.0	4,247	85.3
Illinois	0	0.0	60	0.1	0	0.0	61,336	70.4	20,514	23.5
Indiana	0	0.0	208	4.3	0	0.0	916	19.0	715	14.8
Iowa	0	0.0	0	0.0	0	0.0	942	21.3	3,238	73.3
Kansas	0	0.0	0	0.0	0	0.0	417	6.7	2,278	36.9
Kentucky	0	0.0	0	0.0	0	0.0	790	50.5	0	0.0
Louisiana	62	0.7	0	0.0	0	0.0	0	0.0	3,646	40.3
Maine	0	0.0	0	0.0	40	2.3	NA	NA	NA	NA
Maryland	0	0.0	46	0.4	0	0.0	0	0.0	6,526	51.9
Massachusetts	0	0.0	0	0.0	0	0.0	38,043	88.7	NA	NA
Michigan	120	0.3	150	0.4	0	0.0	18,475	50.3	0	0.0
Minnesota	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Mississippi	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Missouri	0	0.0	0	0.0	0	0.0	2	0.0	186	4.3
Montana	0	0.0	0	0.0	0	0.0	0	0.0	94	1.4
Nebraska	0	0.0	0	0.0	0	0.0	202	10.9	1,063	57.3
Nevada	NA	NA	NA	NA	NA	NA	229	2.1	3,157	29.4
New Hampshire	0	0.0	0	0.0	0	0.0	39	3.4	123	10.8
New Jersey	0	0.0	0	0.0	0	0.0	116	0.2	NA	NA
New Mexico	0	0.0	0	0.0	0	0.0	74,421	115.7	58	0.1
New York	NA	NA	1,588	0.9	513	0.3	1,836	1.0	148,708	80.4
North Carolina	0	0.0	0	0.0	21	0.3	0	0.0	541	7.7
North Dakota	0	0.0	0	0.0	0	0.0	0	0.0	482	5.0
Ohio	0	0.0	0	0.0	0	0.0	3,018	27.0	2,816	25.2
Oklahoma	0	0.0	0	0.0	363	2.1	1,190	6.7	1,506	9.0
Oregon	0	0.0	375	3.0	430	3.4	0	0.0	25	0.2
Pennsylvania a/	—	—	—	—	—	—	—	—	—	—
Rhode Island	300	3.7	0	0.0	0	0.0	1,483	18.3	6,410	78.7
South Carolina	0	0.0	0	0.0	0	0.0	133	9.1	681	46.5
South Dakota	0	0.0	0	0.0	0	0.0	0	0.0	NA	NA
Tennessee	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Texas	572	0.2	212	0.1	340	0.1	152,553	48.0	126,388	39.0
Utah	0	0.0	0	0.0	0	0.0	NA	NA	NA	NA
Vermont	0	0.0	0	0.0	0	0.0	0	0.0	180	31.0
Virginia a/	—	—	—	—	—	—	—	—	—	—
Washington	9	0.0	0	0.0	92	0.3	7,387	21.5	0	0.0
West Virginia a/	—	—	—	—	—	—	—	—	—	—
Wisconsin	0	0.0	0	0.0	0	0.0	10,880	70.5	249	1.6
Wyoming	0	0.0	0	0.0	317	15.9	0	0.0	92	4.6
Total U.S. and D.C.	1,064	0.0	9,169	0.4	4,103	0.2	1,171,803	48.4	642,343	27.1
American Samoa	0	0.0	0	0.0	0	0.0	1,480	12.7	4,966	42.4
Guam a/	—	—	—	—	—	—	—	—	—	—
Northern Marianas	0	0.0	0	0.0	0	0.0	3,088	37.2	0	0.0
Palau	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Puerto Rico c/	NA	—	NA	—	NA	—	4,875	14.1	0	0.0
Virgin Islands	NA	NA	NA	NA	NA	NA	729	30.4	0	0.0
Total U.S., D.C., And Territories	1,064	0.0	9,169	0.4	4,103	0.2	1,181,794	48.6	647,338	26.6

a/ Data not reported.

b/ Florida reported a duplicated count in the State Bilingual Education category which was adjusted so as not to skew that national figures.

c/ Puerto Rico reported total participant counts in the federal program categories rather than LEP counts; therefore these data have been eliminated from this analysis.

Appendix C

SEA Survey Form for 1991-92

OMB Approved 1885-0508
Expiration Date 10-31-95

U.S. DEPARTMENT OF EDUCATION
OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

Survey of States' Limited English Proficient Persons and Available Educational Services
School Year 1991-1992

Reporting Requirements

This survey is a major part of the required activities under Section 7032 of the Bilingual Education Act (20 U.S.C. 3302) and the State Educational Agency (SEA) Program regulations (34 CFR 548.10). The purpose of this survey is to collect information on the number of limited English proficient (LEP) persons in the State and the educational services provided or available to them.

The results of this survey will be used to inform Congress and the U.S. Department of Education about the size of the LEP population and the services available to LEP persons and to make funding decisions.

General Instructions

- All items of this survey form must be completed.
- Include the name of the state on every page.
- Use additional sheets when necessary; make reference to the appropriate page number and survey item.
- The information in Part I of this survey should be sent to all local educational agencies (LEAs) in the state. The LEAs should report this information back to the state, at which time the state will compile the results and submit to OBEMLA.

The information in Parts II and III of the survey are to be answered by the State Directors only.

Instructions for Completing Form

Part I

Section A

Items 1 and 2. Self-explanatory

Item 3. Count LEP students only one time even if they are served b more than one (1) Federal, State and/or Local programs, t avoid duplicating the student count.

Item 4(a). Self-explanatory

(b). For ESL only program, describe type of program, ie, ESL pullout, ESL self contained etc., in the space provided.

Do not include totals in this Item.

Item 5. Provide the count of LEP students who are not being served in programs. If all LEP students are being served by some educational program(s) such as those included under Title VII, because state law mandates that all LEP students be served, provide such information in this item.

Section B

Item 1. Provide number of LEP students who tested below the state norm in the listed subject areas as well as other areas you have tested. If state norm is not used, describe other criteria, and respond to this item utilizing that norm.

Item 2. Self-explanatory

Item 3. Provide number of LEP students who did not finish elementary or secondary school in school year 1991-1992, if available. Do not include students who dropped out of school during 1991-1992 but returned to school later during that year. Students who have relocated and reenrolled in other schools are not to be counted as drop-outs.

Part II

Section A. Provide the state definition for LEP, if available. If state has no LEP definition, make reference to that in this section.

Section B. Self-explanatory

Part III

Section A. Compare FY 1990-1991 enrollment data provided in Part I, Section A, Items 1 and 2, with FY 1991-1992 enrollment data for consistency in numbers. If numbers from the two years mentioned vary by 10% or more, provide explanation of such variance.

Section B. Self-explanatory

State: ____________

PART I

DATA INFORMATION

Complete items based on FY 1991-92 enrollment data.

A. **STUDENT ENROLLMENT** (Sec. 7021 (c)(2)(A)-(C)(i), (D)-(E) of the Bilingual Education Act).

1. The total number of K-12 students enrolled in:

o public schools ____________

o non-public schools ____________

Total ____________

2. The total number of LEP students (K-12) enrolled in:

o public schools ____________

o non-public schools ____________

Total ____________

3. The total number of LEP students enrolled in instructional programs specifically designed to meet their educational needs. (Note: Provide the total unduplicated count of LEP students enrolled in Federal, State and local programs. The combined total figures given in Item 3 and Item 5, should equal the total in Item 2, above.)

o public schools ____________

o non-public schools ____________

Total ____________

State: ____________

4. In this Section, please provide a count of LEP students enrolled in each of the following programs. If students a enrolled in more than one Federal, state and local program, count them in each program, i.e., duplicated count.

a. Federal Programs

o Chapter I, Title I, ESEA ____________

o Chapter 1 Migrant ____________

o Even St ____________

o Emergency Immigrant Education Assistance Program ____________

o Special Education ____________

o Vocational Education ____________

o ESEA Title VII

- Transitional Bilingual Education (TBE) Program ____________
- Developmental Bilingual Education (DBE) Program ____________
- Special Alternative Instructional Program (SAIP) ____________
- Recent Arrivals (TBE and SAIP priorities) ____________
- Magnet Schools (DBE and SAIP priorities) ____________
- Family English Literacy Program ____________
- Special Populations Program ____________

o Other Federal Education programs (specify)

State: ____________

b. State and/or Local Education Programs

- o Bilingual Education Program ____________
- o ESL Only Program ____________
- o Other (Specify)

5. The total number of LEP students who are not enrolled in programs listed in Item #4 (above) and who need or could benefit from educational programs such as those assisted under Title VII:

(Note: The combined total figures given in Item 3 (unduplicated count) and Item 5 (LEP students who could benefit) should equal the total in Item 2 above.)

- o public schools ____________
- o non-public schools ____________

Total not enrolled in Programs ____________

State: ______________

B. EDUCATIONAL CONDITION OF LEP STUDENTS (Sec. 7021(c)(2)(C)(iii))

Indicate the number of LEP students in each of the categories listed below:

	Number of LEP Students	**Instrument(s) Used**
	Below State Norm	
1. Area Tested		
. English Reading	______	______________
. Mathematics	______	______________
. Science	______	______________
. Social Studies	______	______________
. Other (Specify)	______	______________

2. Number of LEP students retained in one or more grades during 1991-92, if available.

____

3. Number of LEP students that have dropped out of school during 1991-92, if available.

____

State: ______________

The information under Parts II and III should be completed by the State Director only.

PART II

IDENTIFICATION CRITERIA (Sec. 7021(c)(2)(C)(ii))

A. Describe the criteria/definition used to identify LEP students. Include the percentile cutoff, if appropriate.

____

____

____

____

B. Check the method(s) used to identify LEP students in your State.

Student records ______________

Teacher observation ______________

Teacher interview ______________

Referral ______________

Parent information ______________

Student grades ______________

Home language survey ______________

Informal assessment ______________

Language proficiency test (specify) ______________________________

Achievement test (specify) ______________________________

Criterion referenced test (specify) ______________________________

Other (specify) ______________________________

____

____

State: ____________

PART III
INFORMATION FROM STATE DIRECTORS

Complete the following items based on current information for the 1991-92 school year.

A. FLUCTUATIONS IN DATA ON LEP STUDENTS

Explain any numbers in Item A.2 of Part I that vary from comparable 1990-91 numbers of LEP students by ten percent (10%) or mor
Include in your explanation the extent to which this variance is a result of:

a) in or out migration; or

b) a state redefinition of limited English proficiency (LEP);

c) other (Specify)

and how these factors affected the LEP count.

State: ____________________

B. **DESCRIPTION OF PROGRAMS DESIGNED FOR LEP STUDENTS (Sec. 7021(c)(2)(D))**

Describe briefly _each_ Federal, State and Local program listed in Part I, Item A.4, that provide services to LEP students.

Program	Description

VOLUME III, PART 2

Draft Accountability System: Educational Personnel Training Program

EDUCATIONAL PERSONNEL TRAINING PROGRAM ACCOUNTABILITY AND EVALUATION SYSTEM

I. INTRODUCTION

In 1990, the Federal Office of Management and Budget (OMB) issued an accountability initiative for the U.S. Department of Education, directing the Department to report on the results of its programs. Programs administered under the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education are subject to these reporting requirements. The Special Issues Analysis Center (SIAC), which is a technical assistance center for OBEMLA, has been given the task of developing a system to improve program accountability for the Educational Personnel Training Program.

The Title VII-funded Educational Personnel Training Program (EPTP) provides funds to institutions of higher education for training personnel to meet the educational needs of limited English proficient (LEP) students. With the increasing numbers of LEP students and the increasing diversity of student background, more and better trained instructors, administrators, counselors, and other educational personnel are needed.

The EPTP has three goals. First, projects are expected to increase the numbers of well-qualified personnel to serve LEP students. Second, projects are expected to develop the capacity to operate independent of federal financial support. Lastly, EPTP training is expected to provide participants with increased potential for career development and advancement opportunities, as well as the chance for lateral mobility. To determine the degree to which Title VII-funded EPTP projects have fulfilled these goals, as well as the projects' own objectives, projects must report to OBEMLA annually and at the end of the Title VII grant period.

II. PURPOSES AND GOALS OF THE ACCOUNTABILITY AND EVALUATION SYSTEM

The SIAC developed the Educational Personnel Training Program Accountability and Evaluation System (EPTP-ACCES) to assist OBEMLA in collecting data to fulfill Federal reporting requirements. The goal of the EPTP Accountability and Evaluation System is to provide an efficient and effective mechanism to collect systematic information from Title VII-funded projects that satisfies Federal accountability and evaluation requirements. The system focuses on the core data needed to demonstrate accountability and to evaluate the extent to which the EPTP projects are meeting their goals and objectives as specified in their grant applications. The data collected by the EPTP-ACCES may affect project design and approaches, including implementation and operation, and capacity-building efforts.

The EPTP-ACCES was based on a review of reports on the EPTP, an interview with OBEMLA staff members, information gained through related SIAC tasks, and a review of pertinent legislation. The National Study of the ESEA Title VII Bilingual Education

Personnel Training Program Final Report (Riccobono et al., 1992) provided information on key components of the EPTP projects. Many of the general areas and specific categories which were used by Riccobono et al. in their national evaluation of the EPTP have been integrated throughout the EPTP-ACCES. It also incorporates all of their recommendations for reporting accountability and evaluation data. Monitoring reports, progress reports, and evaluation reports submitted to OBEMLA were also reviewed. In addition, key OBEMLA staff members provided their ideas. SIAC tasks which address aspects of the EPTP, such as the Task 2.5 Title VII Grant Application Verification and Update Telephone Interviews, also provided some insights. Finally, legislation applicable to EPTP accountability and evaluation and Department monitoring and performance measure initiatives were reviewed.

A number of factors were found to interact in the successful implementation and operation of Educational Personnel Training Program projects. These components include: recruiting participants and faculty; curriculum type; degree and program type; languages represented; affiliation with other educational institutions (SEAs, LEAs, community colleges); job placement opportunities; funding; and capacity-building efforts. These components are also essential for meeting the Federal goals for the EPTP, which are identified below, accompanied by an explanation of the role that each plays in achieving the Federal objectives.

GOAL 1: To increase the number of well-qualified personnel trained to work with and to meet the needs of the limited English proficient student population.

To achieve this goal it is essential to obtain data on EPTP participants annually. Sociodemographic characteristics of the participants, such as gender, language background, previous employment position, and full/part-time student status help to describe those enrolled in the program. Additionally, these data indicate the specific content areas or grade levels for which personnel are being trained.

GOAL 2: To develop resources and funding for sustaining the EPTP project after the end of the Title VII funding period.

The capacity-building efforts of institutions with Title VII-funded programs signal the extent to which the institution is committed to maintaining the program. Although capacity-building may be realized in a variety a ways, faculty development and experience and program funding are the most obvious indicators of successful efforts. The EPTP-ACCES collects data annually which will reflect changes in these areas over time.

GOAL 3: To provide increased potential for career development, advancement, and mobility.

Increasing the number of educational personnel specializing in working with LEP students and increasing the quality of the training of educators improves the ability of schools and school districts to serve their LEP children. Data on job placement for newly hired or returning EPTP-trained faculty provide a measure of the impact of this Title VII-funded program.

In summary, the EPTP-ACCES provides data to a number of stakeholders on a schedule which allows for comparative data collection and analysis on the demand for and impact of the EPTP. Basically, the EPTP-ACCES asks and answers the following questions:

Who needs the information?	U.S. Department of Education OBEMLA (Division Director, Program Manager, Project Officer) Project Directors
What information is needed?	Participant Program Faculty Placement Recruiting Budget
Why should projects be monitored and evaluated?	Performance/Progress Compliance with federal regulations Funding accountability OBEMLA technical assistance Model projects/programs Project management
When should the data be collected?	At the time of application Annually At the end of the grant period

III. COMPONENTS OF THE ACCOUNTABILITY AND EVALUATION SYSTEM

All Title VII EPTP grant recipients will be required to use the Accountability and Evaluation System. This system consists of four functional parts: (1) project description, (2) monitoring, (3) performance reporting, and (4) evaluation. The project description provides basic descriptive data and is completed at the time of application and updated annually. Programs are monitored initially, then as needed. The performance report presents detailed information on participants, faculty, and the program; it is submitted annually at the close of each grant year. Lastly, grantees submit a project evaluation report within 90 days of the end of the grant period.

OBEMLA staff will provide technical assistance to the EPTP projects by providing feedback to the Annual Performance Reports and as individual project circumstances dictate. This feedback will be in the form of written and/or verbal comments and suggestions which will assist the project personnel in achieving their goals. Projects will also receive comments and assistance from OBEMLA staff during project monitoring.

The components of the EPTP-ACCES will be provided to grant applicants as part of the application package. Providing the EPTP-ACCES with application materials permits the project staff to plan to collect and report accountability and evaluation data.

Exhibit 1 contains the reporting requirements schedule. The time frame for completing the Accountability and Evaluation System is presented with each system component. In addition, the schedule for receiving feedback from OBEMLA is also indicated. Appendix A presents all components of the EPTP-ACCES.

Exhibit 1. Reporting Schedule

Time Frame	Report
At **Application***	Project Description
Three months after actual start date; as needed	Monitoring by OBEMLA
One year after actual start date	Project Description Performance Report
60 days after receipt of Year 1 data	OBEMLA Feedback
Two years after actual start date	Project Description Performance Report
60 days after receipt of Year 2 data	OBEMLA Feedback
Within **60 days after end of grant period**	Project Description Performance Report
Within **90 days after end of grant period**	Project Evaluation Report
90 days after receipt of final data	OBEMLA Feedback

* Text in bold refers to grantee requirements.

A. Project Description

The Project Description component permits OBEMLA to collect the same general project information from each grantee, providing a fundamental "snap-shot" of the program. Critical descriptive project information are contained here, such as program and degree type, focus area, faculty, and special project characteristics.

The Project Description Form (PDF) is a one-page form which serves as a cover sheet for the application and is submitted by applicants as part of the application packet. Additionally, the form is up-dated by the grantee and submitted with each Annual Performance Report and the Final Evaluation Report. Instructions for completing the form are printed on the reverse side of the form.

Grant recipients are required to supply the following information on the Project Description Form:

1. An indicator of whether this is **the application, year one, year two, or year three version.**

   Designates the specific time period to which the PDF refers will assist in accurate assembly of reports and analysis of data.

2. For first, second, and third-year up-dates: **grant number, total amount of award, grantee organization, city, and state.**

   These will ensure that the data provided on the PDF are easily identified with the proper grantee.

3. **Project Director name, title, mailing address and telephone number**.

   To verify and update the contact person and location, this information will be supplied annually. Any changes throughout the year will be reflected here.

4. **Institution/Organization Type** (college/university, community college, other).

   The type of institution awarded an EPTP grant influences the context for the overall project. Since the name of the grantee is not always indicative of the type of organization, this information constitutes a separate item.

5. **Participant Enrollment** (projected for application, actual for each annual update).

   The total number of participants involved in the EPTP will provide an indication of the overall size of the project. Updating this information annually will demonstrate increases or decreases in the overall participation.

6. **Program Type** (ESL, Bilingual, Administration, Other).

   The program type refers to the primary focus of the training offered by the grantee. Annual updates of this information will reflect changes in the overall orientation of the program.

7. **Focus Area** (early childhood/elementary, middle, secondary, adult; counseling, special education, reading, mathematics, science, other).

   Specific grade level or academic content area concentrations will further define the overall program. Such data will assist OBEMLA in determining focus areas which may need additional, or fewer, EPTP-trained educational personnel.

8. **Degrees** offered (BA, MA, Associates, certificate/endorsement, other).

Data regarding the educational degree level offered by grantees also describes the overall program. Based on the number of grantees offering particular degrees, OBEMLA may direct new grants to institutions/organizations which propose to fill any gaps in this area.

9. **Languages groups to be served.**

Federal, state, and local educational personnel must know which minority language groups are being served by educators with training specific to educating language minority LEP students. Knowing the extent to which personnel are trained to work with all or specific language minority groups assists in further planning for training educational personnel.

10. **Project Objectives** (open-ended to permit narrative).

A description of the project would not be complete without a synopsis of the major project goals and objectives. This is an open-ended item to give the projects the opportunity to describe their unique goals.

11. **Faculty** (**Number** of Full-time equivalent; **Status:** tenured, non-tenured (tenure-track, non-tenure track); **Appointment**: single or joint; and **Education:** Ph.D., MA, BA, ESL certified, Teacher certified).

The background and employment status of faculty members further describe the project. The numbers of faculty members in each of these categories indicate the level of the institution's commitment to making the EPTP project an integral part of its offerings. This information will be supplied on the PDF by new applicants only. Grantees will supply updates of this information with the Annual Performance Report.

12. **Name and signature** of person completing form and **date.**

To enable OBEMLA staff to review the data provided by the person completing the form, the person completing the PDF will be required to sign and date the PDF.

B. Project Monitoring

Monitoring develops communication between OBEMLA and the project site. The Monitoring Form creates a record of conversations and discussion on project implementation and development, and any problems within these areas which require technical assistance from OBEMLA. The monitoring form allows flexibility to accommodate the variety of situations requiring monitoring and technical assistance. The Monitoring Form will be completed by an OBEMLA staff member for every contact with a grantee.

Projects will be monitored within the first 90 days of the actual start date to ensure that the project receives appropriate technical assistance during the start-up phase and to ensure that the project director is familiar with the OBEMLA staff member responsible for the project. Once the project is in operation, monitoring will occur as needed. For example, a project director may contact OBEMLA staff for technical assistance with recruitment efforts, or an OBEMLA staff member may contact the project director to clarify information listed on the Annual Performance Report Form.

The Monitoring Form will be completed at the time of the first contact with the project. Thereafter, the Monitoring Background section of the Monitoring Form will be completed with each contact. The nature of each contact will be further explained and documented on the Monitoring Attachment Form.

The information on the Monitoring Form includes:

1-2. **Project Identifiers**: grant number; grantee organization; project director name, title, address, and telephone number.

3. **Monitoring Background:** Date, type (on-site, meeting, telephone); purpose (inquiry, follow-up, technical assistance, other), project contact, OBEMLA contact.

   All contacts with the grantee will be recorded on the Monitoring Form, which serves as a cover sheet to attached monitoring documentation. The OBEMLA staff member who contacts the grantee will list the date of contact, how the contact was made, the reason for contacting the project, the person he/she contacted, and the staff member's name. Recording these items systematically on one form presents a history of communication between OBEMLA and the grantee.

4. **Monitoring Checklist**

   The Monitoring Checklist provides a checklist of basic questions to monitor the progress and development of the project's activities. The questions concern seven broad areas of program development. These include coordination, staff, participants, curriculum/materials, budget, accountability/evaluation, and commitment/capacity-building.

The Monitoring Attachment includes:

1. **Project Identifiers**: grantee number, date of contact, contact name, institution.

   This information will be recorded on each form since it may change with each contact. The date of contact and contact name should correspond to the date and contact name listed on the Monitoring Form.

2. **Subject of Monitoring**: funding, participant recruitment, faculty recruitment, project development, curriculum development, evaluation, planning, other.

   The nature of the monitoring will be identified in this section by category.

3. **Discussion Summary**

   The Discussion Summary section is open-ended to allow for narrative and qualitative comments. In this section, the OBEMLA staff member indicates the nature of the discussion, summarize any problems/difficulties, indicate areas of successful project activities, and so forth.

4. **Recommendations**

   This section is also open-ended to allow for narrative. The OBEMLA staff member indicates in this section any recommendations which are made to the project contact person during the monitoring.

5. **Follow-up**

   Monitoring which requires additional follow-up is indicated in this section. If further monitoring on the given subject area is needed, the date of the next review is recorded here. This date is then recorded on the OBEMLA staff person's individual calendar/call-back system.

C. Annual Performance Report

The Annual Performance Report Form collects data systematically from all grant recipients. Systematic annual data collection will result in more comprehensive reports on program operation across the nation and individually at each project site. The data will be up-dated annually. Comparisons of Annual Performance Report data for each project will reflect changes in the participants, faculty, and programming. Most importantly, they will reveal grantees' capacity-building efforts.

The Annual Performance Report presents actual project activity for each year of the grant. It is submitted annually along with an up-dated program description form. At the end of the grant period, copies of the Annual Performance Reports from years 1, 2, and 3 will be included as an appendix in the Project Evaluation Report.

The Annual Performance Report Form (PRF) includes:

1. An indicator of whether this is the **year 1, 2, or 3 form**, and the **period of performance.**

Accurate and efficient record-keeping and data collection will be easier to attain by requiring projects to indicate the year of the PRF. The exact period of performance of grant activities will assure that projects report on the entire grant period.

2. **Grant number, total award amount,** and **grantee organization**.

   Grantees are required to report this information on the PRF to assure efficient data management. Additionally, if individuals outside of OBEMLA wish to use the data provided on the PRF, complete information will be available on the individual forms. Grantees will be required to list the grant number and grantee organization on each page of the PRF.

3. **Project director name, title, address,** and **telephone number.**

   To verify and update the contact person and location, this information will be supplied annually. Any changes throughout the year will be reflected here.

4. **Total number of unduplicated enrolled participants**.

   The total unduplicated number of participants served by the project will allow OBEMLA to establish the total number of educational personnel trained with Title VII-funded EPTP projects.

5. **Participants by category** (inservice teacher, pre-service teacher, paraprofessional/teacher's aide, administrator, counselor/school psychologist, parent, and other by numbers applied, accepted, enrolled, graduated/completed, and certified).

   The Riccobono et al. study found similar categories useful in their evaluation of EPTP projects. These categories were also useful in the SIAC Task 2.5 Title VII Grant Application Update and Verification Telephone Interviews. The professional background of participants is important for a number of reasons. Information about the background of participants interested in, enrolled in, and completing the EPTP training will assist in projecting the staffing needs of LEAs for serving LEP students.

   Participants by category (female, male, full-time, part-time by numbers applied, accepted, enrolled, graduated/completed, and certified).

   The Schools and Staffing in the United States: A Statistical Profile, 1987-88 (Choy et al., 1992) presents data on (among other things) the gender of educational personnel. The enrollment patterns of participants affects future program planning and scheduling. Information on such trends across the U.S. may also assist OBEMLA in providing technical assistance to projects. Additionally, knowledge of the number of participants in the applied, accepted, etc. categories may indicate the needs of participants and institutions for federally funding postsecondary programs.

6-7. **Language background**: participants' native and second languages.

Title VII stipulates that preservice training programs must ensure that participants become proficient in English and a second-language (PL 100-297, Sec.7011(e)(2)). Language background and second-language skills also reflect instructional philosophies and approaches. Additionally, listing the top three native and second languages indicates the composition of the EPTP participants.

8. **Recruiting**: **methods** (program staff/faculty, other staff/faculty, program students, other students, printed materials, advertisements, informational meeting, employment, SEA, LEA, friends/relatives, other) and **selection criteria** (academic background, standardized test scores, work experience, faculty/staff reference, employer reference, proficiency in a non-English language, own interest, other).

Riccobono et al. note the importance of effective recruiting practices for EPTPs. Collecting data on actual project recruiting practices may provide guidelines for newly established projects or projects requiring technical assistance from OBEMLA.

9. **Placement**: **total unduplicated number** of graduates/completers; **numbers obtaining positions** as elementary teachers, middle school teachers, secondary teachers, paraprofessionals/teachers aides, adult teachers, counselors/school psychologists, administrators, other.

The ultimate goal of the EPTP--meeting the demand for trained educational personnel to work with LEP students--is realized as graduates/completers obtain employment serving LEP students. To assist OBEMLA in directing changes in the supply of instructional and support staff, OBEMLA must receive data which reflect current trends in hiring.

10. **Faculty**: total **Full-time equivalent (FTE)**; number of, by **status** (tenured, non-tenured: tenure-track, non-tenure track); **appointment**: single, joint; **education**: Ph.D., MA, BA, ESL certified, Teacher certified; and **language background**: native, second.

The number of and characteristics of faculty members signals institutions' capacity-building efforts. The institutional commitment to developing a strong and effective training program depends quite heavily on the faculty who are hired to conduct the program. This item may be used to monitor goal attainment.

11. **Use of funds:** percent of funds expended on tuition and fees, stipends, books, program staff salary, faculty salary, program staff benefits, faculty benefits, program/staff travel, other.

Section 7011(a) of the Bilingual Education Act specifies expenditures which are allowed with Title VII funds. Therefore, projects are required to report annually the percent of the total annual disbursement used for specific expenditures.

12. **Annual Goals:**

Projects have the opportunity to list their project goals for the year. This will demonstrate planning and indicate accountability annually.

D. Project Evaluation Report

The objective of the Project Evaluation is to determine the extent to which the EPTP project has accomplished its goals and objectives. The Project Evaluation Report describes the program and its goals, reports on the process of developing the program, and presents project results and outcomes.

The Project Evaluation Report is submitted within 90 days of the expiration of the grant. It consists of six parts: Executive Summary, Introduction, Evaluation Methodology, Project Description, Project Outcomes, and Summary. Three appendices will conclude the Project Evaluation Report. These will include the annual Project Description Report Forms, the annual Performance Report Forms, and any materials and tests developed. Excluding the appendices, the Project Evaluation Report should not exceed 45 pages. Page limitations are noted below.

The report must follow the format listed below:

I. Executive Summary (5 pages)

A. Overview of project goals and objectives
B. Major findings and conclusions
C. Recommendations for program improvement based on major findings/conclusions.

II. Introduction (7 pages)

A. Brief program description
B. Summary of project activities, including modifications to program design that result in departures from that presented in the application.

III. **Evaluation Methodology** (5 pages)

- A. Summary of evaluation design
- B. Description of data collection and analysis procedures, including a description of survey instruments, tests, etc.

IV. **Project Description** (15 pages)

- A. Description of program goals and objectives
- B. Summary of participant data (from the performance reports)
- C. Project activities
  - Curriculum (courses, credits, workshops, instructional training approach and goals, faculty teaching approach and goals)
  - Faculty (professional development, training, recruitment,
  - Community relations development (affiliations with SEAs, LEAs, etc.)
  - Parental involvement
  - Capacity building efforts (institutional commitment, additional funding, material development, faculty development)
  - Budget and funding report (expenditures, additional sources of,)
  - Degree requirements

V. **Project Outcomes** (10 pages)

- A. Participant success with curricular requirements (classes, practicum, language proficiency, national/state/local exams)
- B. Report on participant recruiting efforts, enrollment patterns and trends
- C. Faculty retention, development
- D. Capacity-building
  - Curriculum and materials development
  - Faculty development
  - Coordination with SEAs, LEAs, community organizations, professional organizations, other colleges and universities
  - Interdepartmental coordination
- E. Job placement and enhancement activities
- F. Relationship of project outcomes to goals and objectives

VI. **Summary** (3 pages)

- A. Summary of major findings, conclusions, recommendations

Appendix A. Project Description Forms: Application, Year 1, Year 2, and Year 3

Appendix B. Performance Report Forms: Year 1, Year 2, Year 3

Appendix C. Materials and Tests Developed

IV. SUBMISSION AND STORAGE OF EPTP-ACCES REPORTS

Project Description Forms, Annual Performance Reports, and the Project Evaluation Report will be submitted to the OBEMLA project officer according to the Reporting Schedule in Exhibit 1. One copy of each report will be placed in a central file at OBEMLA. In addition, a copy of the grant application, and any other correspondence which discusses the implementation and operation of the project, should be placed in the central file. In this way, a complete picture and an official history of each project will be available in one location.

A file will be maintained for each grantee. Files will be organized by state, and within each state by zip code. A central filing system such as this will serve to consolidate all available information on each specific project and will facilitate retrieval of information for review and analysis. Files will also be entered into the planned electronic database management system when it becomes operational.

V. SUMMARY

The EPTP-ACCES addresses the OMB accountability initiative for the U.S. Department of Education. The four components of the EPTP-ACCES (project description, monitoring, annual performance report, and project evaluation) provide for the collection of data on the projects which will facilitate analysis of the progress, growth, and development of the Title VII-funded Educational Personnel Training Program nationwide. The feedback provided by OBEMLA staff to project directors/staff encourages cooperation and facilitates communication between OBEMLA and the grantees. Use of the EPTP-ACCES by all EPTP projects will assist OBEMLA and other stakeholders in determining the extent to which these projects are meeting the demand for more and better-trained educational personnel to serve LEP students.

APPENDIX A.

COMPONENTS OF THE EDUCATIONAL PERSONNEL TRAINING PROGRAM-ACCOUNTABILITY AND EVALUATION SYSTEM (EPTP-ACCES)

1. Application Year 1 Year 2 Year 3

EDUCATIONAL PERSONNEL TRAINING PROGRAM ACCOUNTABILITY AND EVALUATION SYSTEM

PROJECT DESCRIPTION FORM

2. Grant Number: ______________________ **Award Amount:** ____________________

Grantee Organization: ____

3.Project Director ____________________________________ **Title** ______________

Department ____________________________________ **Phone** ______________

Address ____
(Institution)
____
(Street)
____

____
(City) **(State)** **(Zip)**

4. Institution/Organization Type: A. College/University B. Community College C. Other: __________

5. Participant Enrollment: Projected / Actual ________

6. Program Type:
A. ESL
B. Bilingual Education
C. Administration
D. Other: ______________

7. Focus Area:
A. Early Childhood/Elementary
B. Middle
C. High School/Secondary
D. Adult
E. Reading
F. Special Education
G. Mathematics
I. Science
J. Counseling
K. Other: ______________

8. Degree Type:
A. Masters
B. Bachelors
C. Associates
D. Certificate/Endorsement
E. Other: ______________

9. Language groups to be served: ______________________________________

10. Project Objectives:

To be completed by NEW APPLICANTS ONLY
11. Faculty (Indicate #): Total FTE unduplicated ____

Status: Tenured ____ Non-tenured: Tenure-track ____ Non-tenure Track ____

Appointment: Single department ____ Joint department ____

Education: Doctorate ____ Masters ____ Bachelors ____

ESL certified ____ Teacher certified ____

12. ____ / /
(Printed Name) (Signature) Mo/day /yr

INSTRUCTIONS:

1. Circle the year referred to on this form. For example, if you are completing the form for the second year of the grant, circle "Year 2."

2. Write the Title VII grant award number, the amount of the award for the year indicated, and the name of the recipient (grantee) of the award.

3. Indicate the name of the current project director, including his/her title, complete address, and telephone number.

4. Circle the type of institution/organization which most closely describes the grantee.

5. For Applicants, write the number of participants that you project will be enrolled in the EPTP project. All others should indicate the actual enrollment for this award year.

6. Circle the type of program supported by the grant. Circle all that apply.

7. Circle all areas of concentrations supported by the grant.

8. Circle the type of degree supported by the grant. Circle all that apply.

9. Indicate the native language groups of the limited English proficient students who will be served by Title VII trained personnel.

10. In the space provided, describe three of the project objectives for the award year indicated.

11. FOR APPLICANTS ONLY: Indicate the total number of unduplicated faculty members projected to work with the project. In addition, indicate the projected numbers of faculty who are tenured and/or non-tenured. Also indicate the number with single department or joint department appointments. Indicate the number who have the specified educational backgrounds.

12. Print the name, sign, and date the form.

Return this form to:

Office of Bilingual Education and Minority Languages Affairs
Educational Personnel Training Program-AES
400 Maryland Avenue, S.W., Switzer Building
Washington, D.C. 20202

1. Year 1 Year 2 Year 3
Performance period: ___/___/___ to ___/___/___

EDUCATIONAL PERSONNEL TRAINING PROGRAM ACCOUNTABILITY AND EVALUATION SYSTEM

ANNUAL PERFORMANCE REPORT FORM

2. Grant Number ____________________ Award Amount ____________________

Grantee Organization ____

3.Project Director ____________________ Title ____________________

Department ____________________ Phone ____________________

Address ____
(Institution)
____
(Street)
____

____
(City) (State) (Zip)

4. Total number of unduplicated enrolled participants: ____________

5a. Please indicate the number of participants for each category:

PARTICIPANTS	APPLIED	ACCEPTED	ENROLLED	GRADUATED/ COMPLETED	CERTIFIED	GRADUATED/ COMPLETED AND CERTIFIED	NOT GRADUATED/ COMPLETED
Inservice Teacher							
Pre-service Teacher							
Paraprofessional Teacher's Aide							
Administrator							
Counselor/ Psychologist							
Parent							
Other ________							
TOTAL							

PARTICIPANTS	APPLIED	ACCEPTED	ENROLLED	GRADUATED/ COMPLETED	CERTIFIED	GRADUATED/ COMPLETED AND CERTIFIED	NOT GRADUATED/ COMPLETED
FEMALE							
MALE							
FULL-TIME							
PART-TIME							
TOTAL							

GRANT NUMBER: ____________________ **GRANTEE ORGANIZATION:** ______________________________

6. Number of participants proficient in a language other than English _____

7. RECRUITING

Methods of recruiting:

A. Program Faculty/Staff
B. Other Faculty/Staff
C. Program Students
D. Other Students
E. Printed Materials
F. Advertisements
G. Informational Meeting
H. Employment
I. SEA
J. LEA
K. Friends/Relatives
L. Other __________

Selection criteria:

A. Academic background
B. Standardized test score(s)
C. Work experience
D. Faculty/Staff reference
E. Employer reference
F. Proficiency in a non-English language
G. Own interest
H. Other ________

8. PLACEMENT

Total unduplicated INSERVICE graduates/completers: _______

Total unduplicated PRESERVICE graduates/completers: _______

How many total inservice and preservice graduates/completers obtained positions as:

GRADUATES/ COMPLETERS	Elementary Teachers	Middle School Teachers	Secondary Teachers	Adult Teachers	Teacher's Aides	Counselors/ Psychologist	Administrators	Other
Inservice								
Preservice								

9. FACULTY

Total number of FTE _____

How many faculty members are:

Status: Tenured _____ Non-tenured: Tenure-track _____ Non-tenure Track _____

Appointment: Single department _____ Joint department _____

Education: Doctorate _____ Masters _____ Bachelors _____

ESL certified _____ Teacher certified _____

Native language:

____
____
____

Second-Language:

____
____
____

10. USE OF FUNDS: Indicate *percent* of funds used for each applicable category.

_____ Tuition and Fees
_____ Stipends
_____ Books
_____ Program staff salary
_____ Faculty salary
_____ Program staff benefits
_____ Faculty benefits
_____ Program staff/Faculty travel
_____ Other: ____________________

11. ANNUAL GOALS

PERFORMANCE REPORT FORM

INSTRUCTIONS: All responses refer only to the year referred to on this form.

1. Circle the year referred to on this form. For example, if you are completing the form for the second year of the grant, circle "Year 2." Indicate the performance period for the data on the Performance Report.

2. Give the grant number, award amount for the year indicated, and the name of the grantee organization.

3. Provide the name and contact information for the current project director.

4. Indicate the total number of unduplicated project participants. Each project participant should be counted once only.

5. Give the total number of participants for each category, using the following definitions:

   Inservice Teacher: An instructor with professional training and certification who has full responsibility for student instruction.

   Preservice Teacher: Anyone enrolled in a teacher training program regardless of current position/job. This includes teacher's aides/paraprofessionals who are enrolled in a teacher training program.

   Paraprofessional/Teacher's Aide: Anyone employed as a classroom assistant.

   Other: Additional educational personnel enrolled in the project who are not included in the categories above.

   Full-time: Students enrolled in the project for at least the minimum number of credit hours which is considered full-time at your institution (e.g., 9 or 12 credit hours/semester).

   Part-time : Students enrolled in the project at less than full-time status as determined by your institution (e.g., less than 9 credit hours/semester).

   Applied: The number of applications received for Title VII supported participation.

   Accepted: The number of applications accepted for Title VII supported participation.

   Enrolled: The number of accepted applicants who enrolled in the project as Title VII-supported participants.

   Graduated/Completed: The number of enrolled participants who graduated/completed the program.

   Certified: The number of enrolled participants who received certification through Title VII-supported project activities.

   Graduated/Completed and Certified: The number of enrolled participants who graduated/completed and who also received certification through Title VII-supported project activities.

   Not Graduated/Completed: The number of enrolled participants who did not graduate/complete the program.

6. Indicate the number of participants proficient in a language other than English.

7. Circle all recruiting methods and selection criteria used.

8. Indicate the total number of INSERVICE and PRESERVICE unduplicated participants who graduated/completed the program. Provide the total number of INSERVICE and PRESERVICE graduated/completed participants who obtained full-time employment in the positions listed.

9. Indicate the total number of full-time equivalent faculty members. Also indicate the number of faculty members applicable to each category.

10. Give the percent of funds expended annually for each category. Write "0" in those categories where funds were not used during the report year.

11. Briefly describe your annual goals for the project.

EDUCATIONAL PERSONNEL TRAINING PROGRAM ACCOUNTABILITY AND EVALUATION SYSTEM

MONITORING FORM

1. GRANT NUMBER: ____________________ AWARD AMOUNT: ____________

2. Project Director ____________________ Title ____________

Department ____________________ Phone ____________

Address ________________________________
(Institution)

____
(Street)

____

____
(City) (State) (Zip)

3. MONITORING BACKGROUND

DATE	TYPE	PURPOSE	PROJECT CONTACT	OBEMLA CONTACT

Type:	OS=On-site	M=Meeting	T=Telephone	
Purpose:	I=Inquiry	F=Follow-up	TA=Technical Assistance	O=Other (Specify)

4. MONITORING CHECKLIST

Coordination	Does the project coordinate with: Other Faculty? Y N SEAs? Y N LEAs? Y N Other IHEs? Y N
Staff	Are all key staff: Identified? Y N Selected? Y N
Participants	Have participants been: Recruited? Y N Selected? Y N Graduated? Y N
Curriculum/ Materials	Have new courses been developed? Y N Have materials been developed/purchased? Y N
Budget	Is the budget within the proposed funding level? Y N Has a budget been proposed for the next year? Y N Have expenditures been made according to plan? Y N
Accountability/ Evaluation	Has the project director/staff reviewed the EPTP-ACCES? Y N Have data collection efforts started? Y N Has the independent evaluator been identified? Y N
Commitment/ Capacity	Is there a plan for continuing project activities with reduced/no federal funding? Y N Is the institution increasing its support for project activities? Y N Is the curriculum updated/augmented with new courses/materials, etc.? Y N

INSTRUCTIONS

1. Write the Title VII grant award number and the total award amount.
2. Indicate the current project director, and the title, address, and telephone number of the project director.
3. For each contact, give the date, the type of contact, and the purpose of the contact. Write the name of the person at the project site contacted. Sign your name.
4. These questions have been provided as a guide.

EDUCATIONAL PERSONNEL TRAINING PROGRAM
ACCOUNTABILITY AND EVALUATION SYSTEM

MONITORING ATTACHMENT

1. **DATE** ________ **GRANT #:** ______________ **CONTACT:** ________________

INSTITUTION: ____

2. **MONITORING SUBJECT**

____ Funding

____ Project development

____ Curriculum development

____ Evaluation

____ Participant recruitment

____ Faculty recruitment

____ Planning

____ Other ______________

3. **DISCUSSION SUMMARY**

____

____

____

____

____

____

____

____

4. **RECOMMENDATIONS**

____

____

____

____

____

____

____

____

5. **FOLLOW-UP NEEDED?**

____ NO ____ YES (Date: __________)

INSTRUCTIONS

1. Give the date of contact, the grant number of grantee contacted, the name of the contact person, and the grantee organization.

2. Check all areas that apply to this specific monitoring call.

3. Briefly summarize the discussion.

4. Briefly indicate any resulting recommendations or suggestions.

5. Check if additional monitoring is needed. If needed, provide the date agreed upon for next contact.

EDUCATIONAL PERSONNEL TRAINING PROGRAM-ACCOUNTABILITY AND EVALUATION SYSTEM (EPTP-ACCES)

EVALUATION REPORT OUTLINE

I. **Executive Summary** (5 pages)

- A. Overview of project goals and objectives
- B. Major findings and conclusions
- C. Recommendations for program improvement based on major findings/conclusions.

II. **Introduction** (7 pages)

- A. Brief program description
- B. Summary of project activities, including modifications to program design that result in departures from that presented in the application.

III. **Evaluation Methodology** (5 pages)

- A. Summary of evaluation design
- B. Description of data collection and analysis procedures, including a description of survey instruments, tests, etc.

IV. **Project Description** (15 pages)

- A. Description of program goals and objectives
- B. Summary of participant data (from the performance reports)
- C. Project activities
  - Curriculum (courses, credits, workshops, instructional training approach and goals, faculty teaching approach and goals)
  - Faculty (professional development, training, recruitment,
  - Community relations development (affiliations with SEAs, LEAs, etc.)
  - Parental involvement
  - Capacity building efforts (institutional commitment, additional funding, material development, faculty development)
  - Budget and funding report (expenditures, additional sources of,)
  - Degree requirements

V. Project Outcomes (10 pages)

- A. Participant success with curricular requirements (classes, practicum, language proficiency, national/state/local exams)
- B. Report on participant recruiting efforts, enrollment patterns and trends
- C. Faculty retention, development
- D. Capacity-building
  - Curriculum and materials development
  - Faculty development
  - Coordination with SEAs, LEAs, community organizations, professional organizations, other colleges and universities
  - Interdepartmental coordination
- E. Job placement and enhancement activities
- F. Relationship of project outcomes to goals and objectives

VI. Summary (3 pages)

- A. Summary of major findings, conclusions, recommendations

Appendix A. Project Description Forms: Application, Year 1, Year 2, and Year 3

Appendix B. Performance Report Forms: Year 1, Year 2, Year 3

Appendix C. Materials and Tests Developed

VOLUME III, PART 3

Draft Accountability System: Special Alternative Instructional Program

SPECIAL ALTERNATIVE INSTRUCTIONAL PROGRAM ACCOUNTABILITY AND EVALUATION SYSTEM

I. INTRODUCTION

In 1990, the Office of Management and Budget issued an accountability initiative to the U.S. Department of Education and other federal agencies. Programs administered by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), such as the Special Alternative Instructional Program (SAIP), are included among those programs subject to improved accountability measures. The Special Issues Analysis Center (SIAC), which provides technical assistance to OBEMLA, has developed an accountability and evaluation system for the SAIP. The SAIP Accountability and Evaluation System (SAIP-AES) aims to assist Title VII project staff in meeting mandated reporting requirements, identifying goal attainment, and monitoring and improving the overall operation of the project.

Special Alternative Instructional Projects are designed to meet the instructional and linguistic needs of diverse groups of elementary and secondary level limited English proficient (LEP) students. SAIPs provide structured English language instruction and other special instructional services which assist LEP students in developing English language skills and competence in academic subject areas. Typically, the native language of the LEP students is not used for instruction. Projects are eligible for up to five years of funding.

A number of efforts are currently taking place to increase the accountability of programs providing services to LEP students, such as the SAIP. Performance standards for the SAIP are being developed by the National Academy of Public Administration (NAPA), an organization established by Congress to improve the effectiveness of government at all levels. NAPA is developing performance measures for the SAIP in order to assess the directions of the program's processes and outcomes.

Increased program accountability helps OBEMLA to assess the degree to which programs are meeting their proposed objectives. On a much larger scale, greater accountability efforts reveal how closely specific federally-funded programs are meeting national education goals, such as those of America 2000. The accountability and evaluation system developed by SIAC will assess the degree to which Title VII-funded SAIP projects are meeting the federal accountability and evaluation requirements and addressing national education goals. Such accountability information is vital to the provision of effective educational services for the LEP population.

II. PURPOSES AND GOALS

The development of the SAIP-AES involved a review of reports on SAIP projects, an interview with the OBEMLA Division Director and the Program Officer in charge of the SAIP, attendance at a conference on and a review of the NAPA performance indicators, a review of the existing SAIP database, and a review of documents on evaluation practice and policy. In addition, the content categories of the Developmental Bilingual Education-Data Collection and Evaluation System (DBE-DCES) guided the design of the items in the SAIP-AES.

A. Reporting Requirements

The Bilingual Education Act (PL 100-297), Section 7033, sets forth the regulations regarding evaluation of Title VII-funded projects. The Code of Federal Regulations (34 CFR 500.50) further explains the evaluation requirements which must be met annually by Title VII-funded SAIP grant recipients and indicates specific data to be collected. Mandated reporting requirements are typically outcome-based. They target project outcomes and results rather than the processes undertaken to achieve the outcomes. The legislation sets up the following requirements which projects must include in annual evaluation reports:

- Educational progress as measured against an appropriate nonproject comparison group,
- Conclusions applicable to the persons, schools, agencies served by the project,
- The use of valid and reliable evaluation instruments and procedures, taking into account the age, grade, language, level of proficiency, and background of participants,
- Minimal error in testing, scoring, analyzing, and reporting procedures,
- Objective measures of academic achievement related to English and native language proficiency, and other subject matter, and
- Academic achievement data on current participants who are LEP and EP, and former LEP students who have exited from the program.

Projects must specifically collect information across a number of student and staff areas. Pursuant to 34 CFR 500.51, these areas include:

- Educational background, needs, and competencies of the project participants,
- Educational activities undertaken by the project,
- Pedagogical materials, methods, and techniques,

- Classroom instructional time on specific tasks,
- Project staff educational and professional qualifications, including language competencies, and
- Activities undertaken to improve pre-referral evaluation procedures and instructional programs for special LEP students, i.e. gifted and talented, and handicapped.

In addition, projects must demonstrate that they are making progress toward achieving their proposed goals. Pursuant to 34 CFR 500.52, the overall progress of the project must be indicated as measured by:

- Tests of academic achievement in English language arts,
- Tests of academic achievement in content areas, and
- Changes in the rate of grade retention, dropout, absenteeism, gifted and talented placements, and enrollment in postsecondary institutions.

In summary, the annual evaluation reports are required to contain data which address the regulations noted above. In addition, performance of the project is indicated in a more descriptive manner in the annual performance reports. Typically, performance reports address the concerns and questions which are presented below based on discussions with the OBEMLA Program Officer in charge of the SAIP. These include:

- Is the project meeting its proposed objectives?
- Is the project making measurable and sustainable progress in academic subject areas?
- Are capacity-building efforts evident?
- Is the project meeting the mandated reporting requirements?
- Is there a continuing need for the services provided by this project?

The general focus of reporting for the SAIP, then, is based on legislative requirements and questions generated by OBEMLA. The extent to which a project demonstrates accountability in these areas reflects the development and effectiveness of the project. Effective projects, in turn, influence and shape educational reform efforts and goals, such as those of the America 2000 plan.

B. Use of the data

Accountability may be realized through a variety of mechanisms. Currently, OBEMLA uses a database designed by the OBEMLA Program Officer in charge of the SAIP. The database is primarily descriptive in nature. It contains project data, such as contact information, grades and languages served, school sites and principals, approach, start date, monitoring, and other Title VII grants. Each SAIP project is described on a 1-2 page profile sheet. Profile sheets are bound in book format for easy reference.

The Program Officer reported that the database is used extensively by OBEMLA staff. For example, reports are generated from the data in response to requests from Congress, Department staff, or OBEMLA staff. The effectiveness of SAIP projects concerns policy makers, the OBEMLA Division Director, the Program Officer, and the Project Director, among other individuals nationally and locally.

The existing database system is designed to provide project descriptive information, while the SAIP-AES focuses more on accountability. Thus, the SAIP-AES complements and builds on the existing database system. The SAIP-AES will provide extensive data for analysis and reporting. In addition, the SAIP-AES does not require much additional time and effort to complete on the part of the grantees.

III. COMPONENTS OF THE SAIP-AES

All newly-funded Title VII SAIP grant recipients will be required to use the SAIP-AES. The SAIP-AES consists of two functional parts which include: (1) Performance Report and (2) Evaluation Report. The SAIP-AES is summarized in Exhibit 1. The Performance Report includes a Project Report Form, a School Report Form, and a Written Performance Report, which are completed annually by the Project Director (or another designated project staff person). The Evaluation Report consists of a Cover Sheet and a Written Evaluation Report. It is completed annually by an independent evaluator, i.e., a non-project staff member, such as a district employee, or a consultant/contractor. Both parts of the SAIP-AES, and their respective components, are described below.

Exhibit 1. SAIP-AES Components

Project Director	**Independent Evaluator**
PERFORMANCE REPORT	EVALUATION REPORT
Project Report Form School Report Form Written Performance Report	Cover Sheet Written Evaluation Report

A. Annual Performance Report

There are three components of the Annual Performance Report: the Project Report Form, the School Report Form, and the Written Performance Report. Appendix A contains copies of the Project Report Form, the School Report Form, and the Written Performance Report Outline.

Project Report Form

The Project Report Form permits OBEMLA to collect the same general project information from each grantee, providing a fundamental "snap-shot" of the program. Critical descriptive project information is included, such as grantee characteristics and project activities.

The Project Report Form is a two-page form which serves as a cover sheet for the remaining components of the Annual Performance Report. The form is up-dated and submitted with each Annual Performance Report. The Project Director (or another designated project staff person) completes the Project Report Form. All items on the Project Report Form refer to all schools served by the project and to the overall project activities.

The Project Report Form includes:

1. **Project Identification information:** year completed; grant number; grantee; project director name, title, address, phone; project title; award amount; start date; total district student enrollment; total district LEP student enrollment; number of schools served by grant; total number of LEP students served by grant; grades served; number of non-LEP students served by grant; number of language groups served; three largest language groups served and number served/language group.

   The project identification information is primarily descriptive in nature. Similar data items are currently included in the existing database at OBEMLA. These data allow OBEMLA to maintain current and updated files on the project. Changes in any of these items may affect operation of the project.

2. **Project Characteristics:** academic focus area(s); approach(es) to English language instruction; service delivery; main objectives.

   These four items present a snapshot of the characteristics of the project. Again, much of this information is currently recorded on the existing database, indicating the usefulness of these items. The section on main objectives is open-ended to allow projects to describe what they feel are the five most important goals of the project.

3. **Staff supported by grant this year:** number and total hours supported of administrators, teachers, aides, other staff.

The extent to which staff members are supported by SAIP funds indicates the overall impact of the SAIP from the service-provider perspective. Knowledge of the number of staff supported, and the total amount of time supported, presents data on Title VII funds expended for staff.

4. **Staff receiving inservice/preservice training through grant this year:** number of administrators, teachers, aides, and other staff trained, and the total hours of training for each position.

Training staff to work with LEP students is an important aspect of SAIP projects. Who receives training and the amount of training indicates ho SAIP funds are used to increase the qualified educational personnel availab to work with LEP students.

5. **Staff receiving college/university credit through grant this year:** number of administrators, teachers, aides, and other staff, and the total credit hours received for each position.

Educational personnel who receive training for which they earn college/university credit may be receiving training which is at a more academic level than other types of training. In addition, credit for coursework may be indicative of further certification or degree attainment.

6. **Family/parental services:** number of LEP students served by grant who were impacted through grant-supported family/parental services.

The family/parental activities provided with Title VII funds indicate the extent to which programs are providing opportunities for family/parental involvement in the educational system. The number of LEP students who are impacted by such activities identifies the extent to which such family/parental programs are effective.

7. **Name, Signature, Date**: of project director completing the form.

This information is required in order to verify the accuracy and to hold the project director responsible for reporting the data.

School Report Form

Data will be collected on each school served by this Title VII grant on the School Report Form. One form will be completed for each school served. For projects which serve more than five schools, one School Report Form will be completed for each grade range served (elementary, middle, and high schools). For example, if there are 10 schools which serve grade levels K-6 and three middle schools, only two School Report Forms will be completed. School data will provide information on how the Title VII project is actually implemented and who it impacts on a smaller scale. Specific school data will also reveal the diversity across all schools served by the project.

The School Report Form contains:

1. **Project Identification Information:** school number of all schools served; year of report; grant number; grantee; school name; principal name and phone number.

   This identifying and contact information allows OBEMLA to maintain current and updated information on each school served by the Title VII-funded grant.

2. **Student Characteristics:** total school enrollment, school LEP enrollment, LEP students served by grant, and non-LEP students served; grade levels served; three largest language groups served; number of LEP and non-LEP students impacted by grant-supported aides, training, new approaches, and new materials or resources.

3. **Staff Training Characteristics:** number of teachers and aides who received project-supported training or college/university coursework.

   Data on training activities of teachers and aides at each school indicate the pool of trained personnel at each school. Distinguishing the type of training that both teachers and aides receive indicates what instructional personnel are benefitting from training through the SAIP and the type of training received.

4. **Other Title VII grants**

   A history of Title VII funding at specific schools will be provided by requiring that Title VII grants serving each school over the past five years be listed. This will also provide an indication of other program types which have been offered at each school.

5. **Name, Signature, Date**: of project director completing the form.

   This information is required in order to verify the accuracy and to hold the project director responsible for reporting the data.

Written Performance Report

In addition to completing the Project Report Form and School Report Form, each project director is required to complete a written performance report following the Written Performance Report Outline. The report should not exceed 15 pages. The performance report outline addresses the progress questions referred to in Part II of this document. All questions will be addressed and answered from the perspective of the project director.

All components of the Performance Report will be completed within 60 days of the end of the year of the grant.

B. Annual Evaluation Report

The objective of the Annual Evaluation Report is to determine the extent to which the SAIP project is accomplishing its goals and objectives. The Annual Evaluation Report collects data systematically from all grant recipients. Systematic annual data collection will result in more comprehensive reports on program operations across the nation and individually at each project site. The data will be up-dated annually with each report. Project staff are responsible for locating and hiring a qualified independent evaluator who will be responsible for completing the Evaluation Report Cover Sheet and the Written Evaluation Report according to the Written Evaluation Report Outline. Annual Evaluation Reports are due 90 days after the end of the year of the grant. Appendix B contains copies of the Evaluation Report Cover Sheet and the Written Evaluation Report Outline.

Evaluation Report Cover Sheet

The Evaluation Report Cover Sheet will be the first page of each Evaluation Report. It contains information on the project which is evaluated and the evaluator and is systematically collected with each Evaluation Report. This cover sheet will allow OBEMLA staff and other individuals who use the Evaluation Report to easily identify the project and evaluator.

The specific items on the Cover Sheet include:

1. **Grant number** and **grantee**

   This will provide systematic identification of the project evaluated, and of the Written Evaluation Report submitted.

2. **Evaluator**: title, address.

   To obtain additional information about the Evaluator who completes the report, it is important to collect contact information systematically.

3. **Dates covered by Evaluation Report**

For accurate reference to the activities of the project, the time period to which the evaluation refers must be indicated. This is an item which must systematically be recorded by each evaluator, as the time periods may differ across projects.

4. **Cost of evaluation**

The total cost of performing the evaluation will be recorded here. This will serve as an indication of the amount of Title VII funds expended for completing the Evaluation Report component of the SAIP-AES.

5. **Number of hours to complete evaluation**

The amount of time required to complete the evaluation report will indicate the time burden for reporting.

6. **Signature of Evaluator** and **date completed**

The signature of the evaluator and the date of completing the evaluation will be requested to ensure accuracy and completeness of the reported data.

Written Evaluation Report

The Written Evaluation Report describes the SAIP program and its goals, reports on the process of developing the program, and presents project results and outcomes. In addition, a summary of the evaluation, and conclusions and recommendations, are discussed.

The Evaluation Report Outline presents the structure which will be followed by the evaluator for producing the Written Evaluation Report. It addresses all mandated annual evaluation data items indicated in 34 CFR 500.50 and as described in Part II of this document. All evaluators will be required to follow the outline.

The following categories are presented in the outline: executive summary, introduction, evaluation methodology, project description, project outcomes, and summary.

IV. SUBMISSION AND STORAGE OF SAIP-AES REPORTS

The Performance Report (including the Project Report Form, School Report Form(s), and Written Performance Report) and the Evaluation Report (including the Cover Sheet and Written Evaluation Report) will be submitted annually to the OBEMLA Program Officer in charge of the SAIP. One copy of each report will be placed in a central file at OBEMLA.

In addition, a copy of the grant applications, and any other correspondence which discusses the implementation and operation of the project, will also be placed in the central file. In this way, a complete picture and an official history of each project will be available in one location.

A file will be maintained for each grantee. Files will be organized by state, and within each state, by Title VII grant number. A central filing system such as this will serve to consolidate all available information on each specific project and will facilitate retrieval of information for review and analysis. Files will also be entered into the planned electronic database management system when it becomes operational.

V. SUMMARY

The SAIP-AES addresses the OMB accountability initiative for the U.S. Department of Education. The components of the SAIP-AES provide for the collection of data on the projects which will facilitate analysis of the progress, growth, and development of the Title VII-funded Special Alternative Instructional Program nationwide. Use of the SAIP-AES by all SAIP projects will assist OBEMLA and other stakeholders in determining the extent to which these projects are meeting the educational needs of limited English proficient students at the elementary and secondary grade levels.

APPENDIX A.

Project Report Form

School Report Form

Written Performance Report Outline

SPECIAL ALTERNATIVE INSTRUCTIONAL PROGRAM ACCOUNTABILITY AND EVALUATION SYSTEM

PROJECT REPORT FORM: YEAR ____

GRANT NUMBER ____________________ **GRANTEE** ______________________________

Project Director ______________________________ Title ____________________

Department ______________________________ Phone ____________________

Address ____

(Institution)

____

(Street)

____

(City) (State) (Zip)

Project Title ____

Start Date ____________________ Award Amount $ ____________

Total district student enrollment	______	Number of language groups served		______
Total district LEP student enrollment	______	Three largest language groups served:		
Number of schools served by this grant	______	Language Group		Number of LEP Students
Number of LEP students served	______	(1) ____________________		______
Number of non-LEP students served	______	(2) ____________________		______
Grades served ____________________		(3) ____________________		______

PROJECT CHARACTERISTICS

Academic focus area(s)

____ Math
____ Science
____ Social Studies
____ Gifted/Talented
____ Other: ______________
____ English Language Arts
____ Native Language Arts
____ Electives (art, music, phys.ed.)
____ Remedial/Special Education
____ Other: ______________

Approach(es) to English language instruction

____ ESL
____ Content-based
____ Computer-assisted
____ Bilingual
____ Thematic
____ Whole Language
____ Literature Experience
____ Cooperative Learning
____ Other: ______________

Service delivery

____ Main classroom
____ Sheltered
____ Pull-out
____ Tutoring/individual instruction

Main objectives (list the 5 most important):

(1) ____

(2) ____

(3) ____

(4) ____

(5) ____

GRANT-SUPPORTED STAFF

How many staff members were supported by this Title VII grant this year?

Staff	Number Supported[1]	Total Hours Supported[2]
Administrators		
Teachers		
Aides		
Other[3]		

[1] Teachers are considered to be supported by the grant if: (1) they are paid overtime to attend training, or (2) they are paid as substitutes for teachers attending training.

[2] Calculate the total person hours supported in the year (i.e.,if each of 3 aides is supported for 40 weeks at 20 hours/week, the total hours supported is 2400 (3x40x20).

[3] Specify "Other" staff: ______________________________

INSERVICE/PRESERVICE TRAINING

How many staff members received inservice/preservice training supported by this Title VII grant this year?

Staff	Number Trained	Total Hours of Training[1]
Administrators		
Teachers		
Aides		
Other		

[1] Calculate the total hours of inservice/preservice training by position (i.e., if 30 teachers received 5 hours of training and 20 received 10 hours of training, the total hours of training is 350 [(30 x 5) + (20 x 10)]).

COLLEGE/UNIVERSITY COURSEWORK

How many staff received credit for college/university coursework supported by this Title VII grant this year?

Staff	Number	Total Credit Hours Received[1]
Administrators		
Teachers		
Aides		
Other		

[1] Calculate the total credit hours of coursework by position (i.e., if 4 teachers each received 3 credit hours of coursework, the total credit hours is 12).

FAMILY/PARENTAL SERVICES

How many LEP students were impacted by the following family/parent services supported by this Title VII grant this year?

Interpreters for meetings _____ Special meetings _____ ESL classes _____

Home visits _____ enting classes _____ Other:______________ _____

(Name) (Signature) (mon/day/yr)

SPECIAL ALTERNATIVE INSTRUCTIONAL PROGRAM ACCOUNTABILITY AND EVALUATION SYSTEM

SCHOOL #____ REPORT FORM FOR YEAR ____

GRANT NUMBER ________________ **GRANTEE** ______________________________

School Name ____

Principal ________________________________ Phone __________________

STUDENT CHARACTERISTICS

Total school enrollment _____ **School LEP enrollment** _____

LEP students served by grant _____ **Non-LEP students served by grant** _____

Grade levels served _____

Three largest language groups served (1)____________ **(2)**____________ **(3)**____________

How many LEP and non-LEP students were in classrooms:

With Title VII-funded aides? _____

With teachers who received at least five hours of project-supported training? _____

With new project-related instructional approaches? _____

With new project-related materials or resources? _____

STAFF TRAINING CHARACTERISTICS

How many teachers in this school this year:

Received at least five hours of project-supported inservice/preservice training? _____

Received project-supported college/university coursework? _____

How many aides in this school year:

Received at least five hours of project-supported inservice/preservice training? _____

Received project-supported college/university coursework? _____

OTHER TITLE VII GRANTS (BY GRANT #) SERVING THIS SCHOOL IN THE PAST 5 YEARS:

(1) ______________ (2)______________ (3)______________

(4) ______________ (5)______________ (6)______________

____

(Name) (Signature) (mon/day/yr)

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SPECIAL ALTERNATIVE INSTRUCTIONAL PROGRAM
ACCOUNTABILITY AND EVALUATION SYSTEM

WRITTEN PERFORMANCE REPORT OUTLINE

I. Meeting reporting requirements

How is the project meeting mandated reporting requirements?

Development of an evaluation plan
Data collection efforts
Contact with an independent evaluator

II. Objectives

Is the project meeting its objectives?

Implementation and operation of proposed activities
Changes in goals/objectives

III. Progress

Is it measurable and sustainable?

Type of assessment
Measurement instruments
Academic subject areas
Language (first and second) development

IV. Capacity-building

What activities have been planned regarding long-term:

Resource identification
Staff development/training
Materials development/acquisition
Parent participation

VI. Continuing need

Do the project activities, participants, etc. indicate a continuing need for Title VII funding?

Context of school
Background on LEP students, community

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APPENDIX B.

Evaluation Report Cover Sheet

Written Evaluation Report Outline

SPECIAL ALTERNATIVE INSTRUCTIONAL PROGRAM
ACCOUNTABILITY AND EVALUATION SYSTEM

EVALUATION REPORT COVER SHEET

GRANT NUMBER ____________________ **GRANTEE** ____________________________________

EVALUATOR ____ **Title** ____________________

Address ____
(Institution)

____
(Street)

____
(City) (State) (Zip)

Dates covered by Evaluation Report ________________________

Cost of Evaluation $ ____________

Number of hours required to complete Evaluation Report ________

____
(Signature of Evaluator) (mon/day/yr)

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SPECIAL ALTERNATIVE INSTRUCTIONAL PROGRAM ACCOUNTABILITY AND EVALUATION SYSTEM

WRITTEN EVALUATION REPORT OUTLINE

I. Executive Summary

Proposed goals--actual goals/objectives
Major findings
Conclusions
Recommendations

II. Introduction

Overview of project activities

Brief descriptions of yearly changes in students, schools, community, staff.

Specific educational activities undertaken which affected students, staff, parents, school, and district.

III. Evaluation Methodology

Data collection efforts (observations, site-visits, telephone contact, etc.)

IV. Project Description

Student characteristics: grade, SES, language background, educational background and needs

Student selection/referral procedures, especially for gifted/talented and handicapped.

Project Instruction: content, approach, methods, materials, amount of instruction

Non-instructional services

Staff training activities

Parental involvement

V. Project Outcomes

Student	(For LEP, non-LEP, and former LEP) Tests and other measures of achievement in academic subject areas Tests and other measures of achievement in English language arts Changes in rate of grade-retention, dropout, absenteeism, gifted/talented placement/referrals, post-secondary placement
Capacity-building	Funding sources Materials development Program development Staff training Hiring of new staff Institutional commitment

VI. Summary

Summary of findings
Conclusions
Recommendations

SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year One

(Volume IV)

Task Order 1 Literature Review

DEVELOPMENT ASSOCIATES, INC.

MANAGEMENT AND GOVERNMENTAL CONSULTANTS

1730 NORTH LYNN STREET • ARLINGTON, VIRGINIA 22209-2023

SPECIAL ISSUES ANALYSIS CENTER

Annual Report: Year One
(Volume IV)

Task Order 1 Literature Review

Submitted to:

Office of Bilingual Education and
Minority Languages Affairs
U.S. Department of Education

Prepared by:

Special Issues Analysis Center

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September 30, 1993

SPECIAL ISSUES ANALYSIS CENTER
YEAR ONE ANNUAL REPORT

Executive Summary

The Special Issues Analysis Center (SIAC), as a technical support center, provides assistance to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education. The purpose of the SIAC is to support OBEMLA in carrying out its mission to serve the needs of limited English proficient students. In this role, the SIAC carries out data analysis, research, and other assistance to inform OBEMLA decision-making. These activities are authorized under the Bilingual Education Act of 1988, Public Law 100-297.

The responsibilities of the SIAC are comprised of a variety of tasks. These tasks include data entry and database development, data analysis and reporting, database management design, design of project accountability systems, and policy-related research and special issues papers. In the first year of the SIAC, a database of FY92 Title VII applications was created and then updated through calls to project directors of all 1222 Title VII projects. Reports on the application data and on the updated project information are being provided to OBEMLA. The SIAC carried out data analysis and reporting on a short turnaround basis in response to requests from OBEMLA staff; these analyses were carried out using data from Title VII application database.

A design for a database management system was developed based on information gathered through interviews with OBEMLA staff regarding current data collection and reporting. Through the implementation of this system, OBEMLA will improve its capacity to report on applications received and on funded Title VII projects.

In a separate task, SIAC staff carried out discussions with program staff and reviewed the documentation on two programs (Educational Personnel Training Program and Special Alternative Instructional Program) and developed an accountability system for each. Data obtained through the proposed accountability systems could be used within the computerized database management system. Also in this year, the SIAC provided OBEMLA with a summary and analysis of FY92 SEA Title VII Grant Annual Reports.

In FY93, ED exercised nine task orders. Two of these, a focus group on active instructional models for LEP students, and a literature review of federally funded studies related to LEP students, have been completed. The remaining seven task orders will be completed in FY94. The remaining task orders include special issues papers on LEP Student Population Estimates, a Biennial Report to Congress on the Emergency Immigrant Education Program, and a review of assessment instruments used with LEP students. In addition, the task orders include a written focus group to prepare information for teachers on active learning for LEP students, graphic displays of MRC regions and Title VII program data, and an analysis of NELS:88 data for information on language minority and LEP students.

This Annual Report consists of five volumes, which include the overview report on the SIAC activities in Year One plus four additional volumes. These four volumes include copies of certain of the reports submitted to ED by the SIAC which are required to be included in this annual report.

- Volume I presents an overview of SIAC activities in Year One and a discussion of the implications of the Year One findings for Year Two planning.
- Volume II presents copies of the Short Turnaround Reports based on analyses of Title VII application data and other data related to LEP students which were submitted in Year One.
- Volume III includes three SIAC products: the Task 7 Summary Analysis of the Title VII SEA Grant Program Annual Survey Reports, the draft Task 5 accountability system for the Special Alternative Instructional Program, and the draft Task 5 accountability system for the Educational Personnel Training Program.
- Volume IV consists of the Task Order 1 Literature Review on Federally Funded Studies Related to LEP Students.
- Volume V consists of the Task Order 2 Focus Group Report on Active Learning Instructional Models for LEP Students.

SPECIAL ISSUES ANALYSIS CENTER

Literature Review of Federally Funded Studies Related to LEP Students

Final Analytic Report

Submitted to:

Office of Bilingual Education and
Minority Languages Affairs
U.S. Department of Education

Prepared by:

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August 23, 1993
(Final)

Literature Review of Federally Funded Studies Related to LEP Students

Final Analytic Report

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August 23, 1993

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Appendix A: Alphabetical Listing by Author of Studies Reviewed and References Cited A1

Appendix B: Summary of Studies: Chronological Listing B1

Appendix C: Overview of Methodologies in Federally Funded Research Studies C1

I. INTRODUCTION

Our nation's schools are facing an ever increasing enrollment of language minority students who enter schools without full proficiency in English (McCarty and Carrera, 1988; U.S. Department of Education, 1992). These demographic changes require that schools address the needs of a student population that daily grows more diverse (De La Rosa and Maw, 1990; McCarty and Carrera, 1988; O'Hare, 1992). The challenge that these student groups present is often a new one for administrators and teachers, many of whom were trained and have gained their expertise in a world in which non-minority, English-proficient, middle-class students were the rule. These administrators and teachers can benefit from additional resources and guidance to assist them in working effectively with their limited English proficient (LEP) students.

Building the capacity of schools and districts to effectively serve limited English proficient students will be increasingly important in the years ahead. Such capacity-building is a primary objective of the various programs administered by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education, and funded under Title VII (the Bilingual Education Act), PL100-297.

As part of its ongoing process of assessing need, and developing information to support program management and policy-related decision-making, OBEMLA requested the Special Issues Analysis Center to carry out a summary and integration of federally funded studies related to limited English proficient students which were conducted in the years 1980-1992. The purpose of this review is to summarize what has been learned through the research carried out; the product of this review will be recommendations for future research efforts that are based on the findings and conclusions.

As an introduction to the review of findings presented in this report, Section A of this chapter presents an overview of OBEMLA and background on the Title VII research agenda. Section B describes the goals of the literature review, the nature of the reports included in the review, and the review process. Section C outlines the contents of the remaining chapters of the report.

A. OBEMLA and the Title VII Research Agenda

The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) administers programs under Title VII of the Elementary and Secondary Education Act (ESEA), also referred to as the Bilingual Education Act. The Bilingual Education Act was first passed in 1968, and has been reauthorized four times since its initial implementation, with the fifth reauthorization currently being considered by Congress.

1. Title VII Programs

The Bilingual Education Act provides support for the development of services that will enhance equal educational opportunities for the language minority limited English proficient student population within the United States and its territories.

Under Part A of the Act, financial assistance is provided to school districts and other educational agencies for developing and improving instructional programs for LEP students. At its inception, the Bilingual Education Act did not require use of the native language or culture in instruction; it provided support for training of teachers and materials development. In the reauthorization of 1978, the requirement that programs involve the use of the native language was added to the legislation. However, later, in the 1984 reauthorization, four to ten percent of funds were made available for programs that did not use the students' native language; in the 1988 reauthorization, this proportion was increased to 25 percent.

Part B addresses the need for collecting data on the population served and on the educational services provided to them, and for conducting evaluation and research related to services for LEP students. Part B includes the use of funds for State Education Agencies, Evaluation Assistance Centers, and research and development. In addition, the National Clearinghouse for Bilingual Education collects, analyzes, and disseminates information related to bilingual education.

Funds distributed under Part C are used to train and provide technical assistance to personnel for providing services to language minority limited English proficient students. In addition to grants for training programs, Part C funding supports the sixteen Multifunctional Resource Centers.

2. The Title VII Research Agenda

Section 742 of the 1978 reauthorization of the Bilingual Education Act incorporated language specifically requesting research related to a number of program areas. The section directed the (then) Office of Education to develop a national research program for bilingual education, coordinating the research activities with the National Instiute of Education (NIE), the Office of Bilingual Education (OBE; later, OBEMLA as restructured within the newly created Department of Education), the National Center for Educational Statistics (NCES), and other agencies as appropriate. Based on this requirement, the Education Division Coordinating Committee, which soon became known as the "Part C Committee", was created in the spring of 1978. The committee organized the requests for research identified in the legislation into three general categories: Category A included studies to assess the national needs for bilingual education; Category B included studies designed to improve the quality and effectiveness of services for students; and, Category C included studies designed to improve the program management and operations of Title VII, ESEA.

The Part C Committee was an interagency committee and, as noted in Meyer and Fienberg (1992), the competing interests of the participants were reflected in the nature of the studies carried out as control over the Part C research funds shifted over time. In their description of the research that was funded, Meyer and Fienberg point out the shift from NIE-funded basic research studies to evaluation studies funded under the Office of Planning, Budget, and Evaluation (OPBE). For example, the Significant Bilingual Instructional Features Study was carried out under NIE from

1979-1981 to identify instructional practices with language minority students and to investigate the linguistic, cognitive, and social processes involved. Later, evaluation studies funded under OPBE were the National Longitudinal Evaluation of Services Provided to Language Minority Limited English Proficient Students and the Longitudinal Study of Immersion and Dual Language Programs for Language Minority Children, both of which were begun in 1983. The Part C committee was disbanded in 1984 by Secretary T. H. Bell; since then, the distribution of research funds has been negotiated between the Planning and Evaluation Service (PES) and OBEMLA.

B. Overview of the Literature Review

This literature review was originally defined as based upon federally funded studies related to LEP students that were carried out in the years 1980-1991. At the time the literature review was begun, many 1992 studies and some few 1993 reports were also available; the Government-furnished reports for the literature review therefore included 1992 and 1993 reports (14 of the 52 reports). In the interest of making the review as comprehensive as possible, the Special Issues Analysis Center also attempted to obtain through other sources additional reports of federally funded studies that represented important research appropriate to the scope of the review, to the extent that these were available. As a result, additional reports were included, and a total of 102 reports were reviewed.

1. Goals of the Review

The goals of the literature review were defined by OBEMLA as the following:

- Provide a listing of reports for the years 1980-present that present research findings relevant to limited English proficient students;
- Provide a summary, comparison, and analysis of findings, recommendations, and research methodologies;
- Integrate findings under four functional categories: student level findings, teacher level findings, instructional level findings, and administrative findings;
- Note in the review any findings that refer specifically to Asian/Pacific American (APA) populations; and,
- Provide a synthesis and integration of the findings, and recommendations developed out of the findings that may guide further research efforts and/or policy decisions.

2. Review Process

Each report was reviewed to obtain basic reference information and to summarize its contents. For this purpose, an extracting form was used to organize the report findings in a way that would also guide the next steps in the literature review. On the extracting form for each study, the reviewer provided summary statements of the following:

- Research objectives;
- Research methodology;
- Main findings within the four categories of student, teacher, instructional, and administrative findings;
- Recommendations based on the findings of the report;
- Caveats or limitations in interpreting the findings; and,
- Findings specifically related to APA populations.

The extracting form was used as a guide for the analytic step of the review; it was also used as a basis for developing the report summaries provided in Appendix B of this report.

Intensive analysis of the reports was next carried out by reviewers who each took responsibility for one of the four main categories defined by OBEMLA: student, teacher, instructional, administrative. The reviewers then collaborated to examine linkages across the findings within the separate categories, and to discuss the overall findings of the review. Separate chapters were written to describe and summarize each of the four categories of findings.

OBEMLA's interest in a focus on research methodologies was addressed in three ways. First, the individual study summaries included description of the methodologies employed, and caveats/limitations as applicable. Second, as an overall examination of the methodology used in research on LEP students, a separate chapter was prepared that examined methodological patterns and issues in 17 selected major research studies carried out in 1980-1992. Third, an overview of the methodologies employed is presented in Appendix C through several summary tables based on the same 17 selected studies.

C. Structure of the Literature Review Report

In Chapter II, an overview of two themes in educational research related to this review in general is presented as a general framework for development of recommendations regarding future research. Chapters III-VI present the findings of the literature review for student, teacher, instructional, and administrative categories. Each chapter concludes with a section on findings specific to Asian/Pacific American

(APA) populations and an overall summary section. Chapter VII presents a discussion of methodological findings and issues. Chapter VIII provides a final summary and discussion of the findings, with recommendations for future research.

References and a listing by author of the reports included in this review are provided in Appendix A. A study ID number is indicated in bold within the references for those reports that were included in the review.

Appendix B provides individual summaries of each report; the summaries are listed in chronological order by ID number. References to the reports in the chapters include the study ID number; using the ID number, the reader can refer to Appendix B for a description of study objectives, methodology, and a summary of findings for each study noted in the text.

Appendix C provides an overview of methodologies utilized in selected federally funded research studies related to the education of LEP students.

II. A RESEARCH FRAMEWORK

The objective of this review is to summarize and integrate the findings and to define recommendations for future research studies. However, the federally funded research is but one part of the available research related to instruction of limited English proficient students, and part of educational research in general. Thus, any recommendations for future research should be informed not only by the findings of the more limited set of studies reviewed here but also by issues and findings that have been identified in other research.

A. Two Research Themes

In the context of this report, it is not possible to provide an in-depth review of literature. Therefore, below, we present a description of two research themes that are found in educational research carried out in approximately the same time period as that covered by the review. These research themes are related to perspectives on effective instruction and are based on theories of the learning process in general. The two themes summarize shifts in perspective over the approximately ten-year period of research. The two themes identified for this framework are: (1) a focus on active as opposed to passive views of the learner and the learning process; and (2) a focus on the context in which learning occurs, with context referring to the knowledge and skills the learner brings from past experiences and to the social context in which new learning takes place. These two themes are outlined in the following sections.

1. Passive to Active

In traditional views of learning, the learner is viewed as a passive recipient of information. For example, in the area of language learning, the use of drill and repetition to build up language "habits" reflected the behaviorist conceptualizations of learning as a process in which the learner was a passive participant. Similarly, in traditional instruction in academic areas such as math and science, classroom tasks that also place the learner in a passive role have been frequently used. Students may memorize and recite facts, but too often develop little understanding of underlying concepts (Goodlad, 1984; Mullis and Jenkins, 1988; Tharp and Gallimore, 1988; Warren and Rosebery, 1990). Passive instruction of this type, as exemplified by instruction that relies on drill and practice activities, emphasizes lower order thinking skills. Also, passive instruction is often instruction that is teacher-centered, in which the teacher directs the student toward learning goals and provides the information to be learned. This type of instruction has been noted to be likely to occur in instruction of language minority students (Cole and Griffin, 1987). The underlying premise in instruction that first emphasizes lower order skills is that basic skills must be mastered before a student can be challenged by more demanding, higher order academic tasks (Secada, 1990).

In contrast, recent cognitive research on learning focuses on the active role of the learner. In this research, effective learning processes are those that involve the learner in a self-directed process of inquiry (e.g., Warren et al., 1991, 39.3) which is guided and facilitated by the teacher. In taking a more active role in defining questions, examining explanations, researching solutions, active learners develop higher order thinking skills.

An active learning perspective such as this requires a substantial change in the roles and responsibilities of both the student and the teacher. The teacher is no longer responsible as a dispenser of information; instead, he/she becomes a facilitator of the students' learning. The students' roles change as well. Students take on more initiative in learning activities. This includes more responsibility for determining, with the guidance of the teacher, the questions to be asked and the information to be learned. In consequence, characteristics of instructional practices, of materials, and of classroom activities and teacher-student interactions become changed within the classroom. In addition, these changes in the classroom have implications for changes within the school as a whole.

More recently, the term "authentic" instruction has been defined as instruction directed toward student achievement that is significant and meaningful (Newmann and Wehlage, 1993) and that is based on the assumption of the learner as an active participant in the learning process. Newmann and Wehlage (1993) define authentic instruction as satisfying three criteria: (1) students construct meaning and produce knowledge (as opposed to reproducing declarative knowledge and algorithms); (2) students use disciplined inquiry to construct meaning; and (3) students aim their work toward production of discourse, products, and performances that have value or meaning beyond success in school.

In language learning, a similar shift toward more active roles of students and more facilitative roles of teachers is observed. Research on acquisition processes has led to an awareness of the language learner's active structuring and restructuring of the language as he/she moves gradually toward proficiency (McLaughlin, 1987). This requires more natural, contextualized and meaningful interaction using the language as opposed to passive audiolingual drill and practice of decontextualized forms. Thus, communicative approaches to language learning focus on providing the learner with opportunities for meaningful exposure to the language being learned, i.e., use of language in order to communicate ideas, to carry on substantive conversations, etc.

2. Decontextualized to Contextualized

The learning process is viewed as contextualized in three ways: (1) learning is a process that builds upon the knowledge, skills, and experiences that the learner already possesses; (2) learning is viewed as embedded within social interaction; and (3), learning in a classroom is understood not as an isolated event, but as an event that is shaped by the overall environment of the school.

New Learning Builds From Existing Knowledge. The experiences and understandings that the learner brings to a learning situation are the important basis for any new understanding or skill that to be developed. New knowledge must be linked with existing conceptual knowledge in order to become part of the learner's new knowledge base. Thus, the context of learning in terms of the student's knowledge and experience is a critical component of the learning process.

An example of the importance of existing knowledge in understanding new material can be seen in theory on the nature of reading. Research has shown that understanding of a text is built or "constructed" through the reader's coordination of information at several different levels (Anderson et al., 1985). While decoding of graphic symbols is one basic ability, decoding skills alone are not sufficient. A skilled and fluid reader utilizes higher order processes based on the use of syntactic cues, contextual cues, and the reader's "schema" knowledge or knowledge of the world (Anderson et al., 1983; Rumelhart, 1981; Rumelhart and Ortony, 1977).

The role of the reader's existing knowledge is particularly salient for language minority students. The schema knowledge and knowledge of the world that language minority LEP students bring to the learning task are often different from those of non-minority students. When texts or classroom activities assume that all students share the same background knowledge and experience, students from different ethnic/cultural backgrounds may not be able to participate as effectively. The work of Moll et al. (1990), which focuses on bringing the "funds of knowledge" from students' homes into classrooms is directed toward ensuring that necessary linkages between the students' backgrounds and the classroom are made. The funds of knowledge approach builds upon the understanding that the existing resources in terms of knowledge and skills that students possess are important foundations for continued learning.

Learning as Embedded Within Social Interaction. More recent conceptualizations of learning emphasize that it is a process that is embedded within social interaction. This interaction may be in the form of rich "instructional conversations (Lampert, 1988; Resnick, 1991) or in the form of an apprenticeship relation with a person who possesses a skill. This emphasis is based upon Vygotsky's research describing "zone of proximal development" (1978) and the cognitive research of those such as Resnick (1991). In these perspectives, the interaction of the student with others is seen as a key component in building toward new knowledge or skills. Learning is student-centered, with the teacher or other person with skills providing coaching or "scaffolding" to assist the student in moving toward the next level (e.g., Resnick, 1989, 1991). This same learning process can be exemplified by students working cooperatively, both teaching and learning from each other. In this way, students share the process of discovery as communities of learners (e.g., Brown and Campione, 1990). In this community the exchange of ideas, information and skills allows/requires each student to at times function as teacher and at other times function as learner.

Contexts specific to language use are also important. Research in linguistics and sociolingustics has demonstrated the importance of the situational or discourse context for understanding what is spoken or written, and for determining the appropriateness of particular forms and vocabulary. For the language learner, understanding the culture (cultural knowledge in terms of content as well as in terms of behavioral expectations, e.g., ways of refusing, etc.) is critical for fluent use of a language.

Learning as Situated Within the Context of the School. What happens in a classroom does not happen in isolation from the overall environment of the school, and "research on bilingual education needs to take into account the relatedness of program to institutional context" (Carter and Chatfield, 1986). The school context in terms of school climate and general level of expectations for students affects the interactions and performance of students within classrooms (Purkey and Smith, 1983). For language minority students, an important characteristic of the school is the degree of interaction of minority students with majority students in the overall student body (Garcia, 1988). An effective school environment for language minority students is also one in which there are generally positive perceptions of the language minority group on the part of teachers and students. However, programs for LEP students are often a segregated portion of the school with limited interaction with other, non-LEP students.

More recent research demonstrates the importance of an additional component, teachers and their interaction within a school. The research that has been reviewed suggests the definition of a "culture" for teachers that plays an important role in shaping the overall environment at a school and in shaping classroom instruction. Reform efforts that involve groups of teachers collaborating on new approaches to instruction, addressing instructional/school issues, reflecting on their instruction, and generally in supporting each other, create an environment that promotes more effective teaching and teacher satisfaction (Garcia, 1988; Lampert, 1991; Moll and Velez-Ibanez, 1990; Rivera and Zehler, 1990; Treuba, 1989). These types of teacher activities in turn affect classroom instruction and the overall climate of the school.

B. Summary

The two themes outlined above together define a shift toward a new definition of the instructional process. Within the research described in this chapter, the instructional process changes the roles and responsibilities of the teacher and student. In this description of instruction, a teacher facilitates learning by promoting the learner's process of inquiry. It also involves the utilization of resources and content that facilitate the student's learning by building upon resources of knowledge that he/she brings to the classroom. The teacher also becomes an active participant through reflection and collaboration with other teachers, and through sharing as a learner in classroom learning activities with the students.

The implications for a description of effective practices are: (1) Description of classroom practice must be "active": i.e., it must focus on the process of teacher-student and student-student interaction. This focus should include description of the roles and responsibilities assumed by the teacher and by the students in the classroom learning activities. Do students have the opportunity to carry out a process of inquiry? How does the teacher create opportunities for student critical thinking? Description of the learning activities should also include language use among the teacher and students. Are students challenged to utilize their language skills within substantive, meaningful discussion of content?

(2) The description of instruction must be "contextualized". The description of practice must include a definition of the student characteristics, the student's background knowledge, and the nature of the school community and home community. Also, the description of services themselves should be comprehensive, and include all contexts in which the student receives instruction, including instruction within the regular classroom. It is not sufficient to define in isolation the special instructional services received by LEP students; the effect of any special service will depend on the overall instructional experience received by a student. Therefore, unless all instruction received by a student is described, we do not know the full nature of the instructional services provided.

(3) The broader contexts of the overall school and the community must also be taken into account. The "culture" of the school overall, and specifically as related to LEP students will affect the nature of learning and instruction in the classroom and the beliefs and attitudes of both teacher and student. Research suggests that linkage of the community with the classroom and school can provide a critical component to instruction and offer students a valuable basis on which to build new learning. For this reason the context of instruction in terms of the community characteristics and use of community resources for instruction is an important component of instructional services.

III. STUDENT LEVEL FINDINGS

A. Overview of Studies

The first category of research identified by the Office of Education in 1979 was investigation of the need for bilingual education services nationally. This required an examination of the number of students enrolled in schools who were limited English proficient and therefore in need of special instructional services. In order to prepare for future needs, it was important to obtain not only estimates of current numbers of students but to also project how many LEP students would be enrolling in schools in the next several years. Thus, the first questions addressed by the "Part C Committee" within their research agenda were focused on obtaining estimates of the numbers of LEP students.

However, knowing the numbers of students alone is not sufficient to design appropriate services. In addition, information was needed on the demographic characteristics of the LEP students, including age/grade level, language, ethnic background and geographic distribution. To best structure instructional services, it was also important to know the level of educational need of the LEP students and home background characteristics that might affect their ability to succeed.

The twenty-eight reports included in this review provide findings on students and their background characteristics. The earlier reports on LEP students were primarily focused on answering the question of need. These studies provided estimates and projections of the number of LEP students. However, the later studies that were carried out generally provided estimates of LEP students within the context of broader research objectives, including research questions related to instructional services. Also, later studies began to look more closely at the background characteristics of students and their parents. The most recent studies emphasize home and parent variables by examining parent involvement, parent beliefs and expectations, and parent attitudes or preferences regarding the instructional services received by their children.

B. Review of the Findings

The waves of immigrants entering the U.S. in the late 1970s and early 1980s escalated the need to know the size of the language minority, limited English proficient (LEP) population, especially the school-age population. Knowledge of the number of students in need of special language services is important for funding, staffing, and providing services, as well as for understanding the larger impact that such a population will have on society. The studies carried out in the early 1980s sought to fill this gap in knowledge by determining the size of the language minority and/or limited English proficient population.

1. Numbers of LEP Students

Several studies were carried out to obtain estimates or projections of the number of LEP students. Estimates of the number of LEP students have generally been developed on the basis of nationally representative samples. Projections of the numbers of LEP students in future years have been developed on the basis of current population trends. In some more specific studies, the numbers of students served by specific selected programs (i.e., not nationally representative samples) have been reported.

The numbers reported by the studies have not always been consistent. This variation has been due in large part to differences in how limited English proficient is defined, and in the nature of the data used. Some of the earlier estimates were based on census data and other national databases that were available. Other reports provide data on numbers of students served by specific selected programs (i.e., not nationally representative samples). The estimates or projections have variously reported numbers of language minority limited English proficient (LEP), non-English language background (NELB), or ethnic minority persons. Thus, a great deal of variation arises in the numbers and the types of students identified.

Projections of the LEP Population. Oxford and Oxford-Carpenter et al. provided estimates of the expected increases in LEP or non-English language background populations (Oxford, 1980, **12.1**; Oxford-Carpenter et al., 1984, **12.2**). NELB persons are those with a home or parent for which the usual language is a language other than English. Oxford and Oxford-Carpenter et al. developed projections that indicated that the number of non-English language background persons would steadily increase from 28 million in 1976 to 39.5 million in 2000. Projections for the Spanish NELB population indicated that this group would increase from 10.6 million (38 percent of total) in 1976 to 18.2 million (46 percent) in 2000 while the Asian NELB population would increase from 1.8 million to 2.3 million. The non-Spanish/non-Asian NELB population was projected to increase from 15.5 million to 19 million. The Spanish group accounted for two-thirds of the total growth of the total NELB population.

With regard to the limited English proficient (LEP) population, Oxford and Oxford-Carpenter et al. further projected that the Spanish, Asian, and non-Spanish/non-Asian LEP population would decline slightly during the 1980s and then rise strongly or return to the original levels by 2000. The Spanish LEP population would increase to 77 percent of the total LEP population in 2000 (from 71 percent in 1976), while the Asian and non-Spanish/non-Asian populations would remain at the same levels in 2000 as in 1976. Findings indicated that the highest LEP rates among NELB groups were among Spanish, Vietnamese, Navajo, and Yiddish language groups.

Estimates of Numbers of LEP Students. In the Descriptive Phase Report of the Longitudinal Evaluation of the Effectiveness of Services for LEP Students, a survey of K - 6 students in public schools conducted in Fall, 1983, Young et al. (1984, **21.1**) estimated that there were approximately 882,000 language minority, limited English proficient students, as defined by local district criteria. Over three-fourths of these students were native Spanish-speakers. For the same grade levels and including private schools, they estimated 970,000 language minority, limited English proficient students. For grade levels K-12, the language minority, limited English proficient population was estimated to be 1.355 million. Just over one-half of the language minority, limited English proficient students was male.

It is important to note that local definitions of LEP were employed in defining the LEP student population. Typically, more than one method was used by a school or district to determine whether a student should be classified as LEP. These included teacher/staff judgment, English oral proficiency tests, and/or English reading/writing tests. In fact, schools and districts in the study often reported different estimates of the LEP population in their jurisdiction. In these cases, both figures were weighted and district-level data were found to produce a more complete and accurate estimate.

Additional federally funded reports have provided other estimates, although with limited explanation of the methodology employed in deriving the estimates. One such study is The District Summary for the Fall 1990 Elementary and Secondary School Civil Rights Survey (DBS Corporation, 1993, **59.1**, **59.2**), which reported numbers of students in the U.S. who were in need of or enrolled in special services. The total number of students in need of services was reported as 1,532,960 students; 1,428,934 students were reported to be enrolled in special services. The study reported that of those in need of bilingual services, Native Americans accounted for 1 percent; Asians, 18 percent; Hispanics, 74 percent; blacks 2 percent; and whites, 6 percent.

Another study included in this review focused on one specific region of the U.S., the Pacific Islands. The study provided estimates of the limited English proficient population in this region, but supplied little information on the methodology used to produce the estimates (Freese and Woltag, 1984, **15.0**). (One source which appeared to have been used for supplying estimates was the State of Hawaii Department of Education). The study found that in Hawaii, about five percent of the approximately 200,000 students are learning English as a second language. In Guam, five percent of the 30,000 students (roughly 1,500) are learning English as a second language. In the Commonwealth of the Northern Mariana Islands, 87 percent of the 5,800 students are LEP (4,850 students). In American Samoa and the Federated States of Micronesia, 99 percent of the students speak English as a second language, and in the Marshall Islands and Belau, 99 percent of the students are LEP. Overall, almost all of the students in the Pacific Islands, with the exception of Hawaii and Guam, were reported to be learning English as a second language.

Studies Reviewing Estimates and Projections. The estimates and projections provided in the federally funded studies previously described differ on the actual number of language minority, LEP, or NELB individuals that they report. Research outside of the reports provided for this review report similar differences. Pelavin Associates, Inc. (1985, **19.0**) examined the results of several studies that estimated the numbers of school-aged children eligible for special language services. Based on the findings of the studies reviewed, they concluded that the LEP and non-English-language-background population, i.e., those eligible for special language services as defined by federal legislation, was 2.6 million for children ages 5 -14.

A number of explanations were suggested by Pelavin Associates to account for the differences between their estimate and estimates from other studies ranging from 1 million to 5 million. One possible source of differences suggested was that some studies report the number of LEP or the number of non-English-language-background students, but do not consider both. Differences among tests for determining LEP status were mentioned as additional sources of differences. Also important is the fact that the school-age population is normally between ages 5 -18; thus a study reporting estimates for students ages 5-14 would underestimate the entire population of potentially LEP/NELB students and those potentially eligible for special language services. Pelavin Associates, Inc. noted that most of the studies they examined used the Children's English and Services Study as the data base. This database includes data on ages 5-14 only and LEP students were defined through use of a specially designed language proficiency test with questionable cut-off scores and potential errors in items or culturally biased test items. Pelavin Associates concluded that estimates lower or higher than the 2.6 million figure predicted the number of LEP and NELB students who would benefit from special language services rather than estimating a potential base population of students already benefitting from special language services.

Current counts of LEP students are obtained through the Title VII State Education Agency (SEA) Annual Survey Reports. However, even with these as current counts, there is difficulty in obtaining data on the numbers of LEP students. An interim report of a study that analyzed data from the SEA Reports (Atlantic Resources Corporation, 1991, **45.0**), a number of factors were identified that compromise the quality, comprehensiveness, and usefulness of data submitted in the Annual Reports to OBEMLA, and which occur even though the same reporting requirements apply to all grantees. Discrepancies included the lack of a standard definition of "limited English proficient", higher response rates from programs obligated to comply, and vague statutory requirements. Generally, data on LEP children, in public and private schools are less comprehensive and complete than data on all children in the school. In fact, the report notes that data are collected on a "superficial" level, that is checklists are the most commonly used means of determining LEP status and program titles only are used to describe the services offered to LEP students (Atlantic Resources Corporation, 1991, **45.0**).

Macias and Spencer (1984, **11.0**) carried out a comparative analysis of six national studies that estimated the numbers of language minority and LEP students in the U.S. The study found numerous discrepancies in the national estimates which ranged from less than 1 million to 5 million. Four variables were identified which accounted for the variety of estimates provided and which indicated that overall the same population was not described. These included different purposes/intentions of the studies, different definitions of the populations, differences in methodology, and variations in data bases, surveys, etc. on which the estimations and projections were based. In addition, this review noted the problems presented with the use of secondary sources of data, upon which some of the studies were based, and described sampling errors.

Macias and Spencer thus concluded that estimates were actually provided on four distinct populations, as identified by the differences and discrepancies between populations used. They noted that interpretations and use of the data often included mixing the four groups, when in fact more explicit references to the definitions used for identifying students would have cleared up any confusion and would have specified more clearly the targeted population.

In a review of four studies estimating the numbers of language minority and/or LEP students in the U.S., Ulibarri (1982, **7.0**) found similar reasons for the various discrepancies in estimates of the number of LEP students. Ulibarri found that the discrepancies occurred primarily due to the overall intent and underlying purposes for the estimates, differing definitions of the target population, varying methodologies for estimating the target population, and variations in the underlying data bases. Definitions were found to include "need" based on the ability to benefit from services or language dominance. Based on an understanding of these four major reasons for such discrepancies, Ulibarri concluded that the estimates do not contradict one another if the estimates are provided within the context from which they were derived, and if, in the planning of services, the estimate used corresponds to those actually affected and not some other sub-population.

Locally defined cut-off scores, and changes in cut-off scores, of tests used for determining LEP status may also lead to differences in counts of LEP students, as Zehler pointed out in a review of the literature for The Descriptive Study of Services for LEP Students (1989, **43.0**). Much variation existed among states, districts, and schools regarding the identification of LEP students. The complexity of the issue increases as measures used to determine LEP status may not remain consistent and given that a common definition of "LEP" is not applied. Drawing similar conclusions, Strang and Carlson, in a study on Chapter 1 services to LEPs, (1991, **40.0**) noted that estimates of the number and characteristics of LEP students are imprecise due to the lack of uniformity in definitions between states and districts, and even within districts.

2. Geographic Distribution

The population of LEP students has not been evenly distributed and there have been areas of heavy concentration of LEP populations. Oxford and Oxford-Carpenter et al. (1980, **12.1**; 1984, **12.2**) reported that California, Texas, and New York were found to contain the heaviest concentrations of non-English-language-background populations (NELB) based on 1976 data. These states had 45 percent of the total NELB population; in the year 2000, they were projected to contain 48 percent of the total NELB population.

In addition, the LEP population was more highly concentrated than the NELB population in these states. California, Texas, and New York also contained the largest numbers of Spanish LEP students. Nearly 80 percent of the total growth in the LEP population in 2000 was predicted to come from the Spanish-speaking LEPs in these states (Oxford, 1980, **12.1**; Oxford-Carpenter et al., 1984, **12.2**). High concentrations of NELB and LEP students in California, Texas, and New York demonstrate that language minority and LEP students are not evenly distributed throughout the U.S.

LEP and NELB students are also not evenly distributed throughout various types of communities. Across all regions, the majority of language minority and LEP students are located in urban areas (Puma, 1993, **58.2**). Taken together with other characteristics unique to these geographic areas and specific communities, it is clear that services for LEP students should be developed and implemented with such contextual variables taken into consideration.

3. Ethnicity and Language Background

Students receiving special language services represent a variety of ethnic groups, and the language backgrounds of students enrolled in or eligible for special language services are diverse. In many cases, a number of languages or dialects are represented within one ethnic group, or across ethnic groups from geographically close regions.

Background characteristics were reported for students from a number of ethnic groups according to total student population, grade level, and place of birth. In a summary report of public and private schools and staffing in the U.S., the total student enrollment was reported as 45 million students (40 million of these students enrolled in public schools). These students represented the following ethnic groups: 72 percent white; 15 percent black; 9 percent Hispanic; 3 percent Asian; and 1 percent Native American (Choy et al., 1992, **54.0**).

Ethnic group composition was reported by Bradby for eighth-grade Asian and Hispanic students (1992, **52.0**). Nearly one-half of Asian eighth-graders are Chinese and Filipino. Southeast Asian and Korean groups each represent one-tenth of the population, followed by smaller percentages of Pacific Islanders, South Asians, and Japanese. Mexicans or Mexican-Americans comprise 62 percent of the Hispanic student population. Young et al. (1984, **21.1**), in the descriptive phase of the National Longitudinal Study, reported that over half (55 percent) of the language minority LEP first and third grade students, and especially the native Spanish-speakers, were born in the U.S. With regard to the Native American LEP population, the majority (85 percent) of these students were born on, or near a reservation (i.e., in very remote locations), indicating that they have had greater levels of immersion in their native culture and language (Rudes, 1988, **30.1**).

The Prospects Study, which looks at the short- and long-term effects of Chapter 1 participation in low poverty and high poverty schools, noted in the interim report the number of LEP students (by ethnicity per grade level) who were receiving compensatory education through Chapter 1 services. The data showed that of the students receiving Chapter 1 services over one-third of 1st grade Asian/Pacific Islander and one-third of Hispanic students were LEP; 25 percent of the 3rd grade Asian students and 44 percent of the Hispanic students were LEP; and, for the 7th graders, 13 percent of the Asians and 20 percent of the Hispanics were LEP. (Puma et al., 1993, **58.2**).

Such ethnic diversity also implies a variety of language backgrounds, having major implications for the type(s) of special language services provided. The language backgrounds of minority language and/or limited English proficient students in first and third grade were reported by Young et al. (1984, **21.1**) in the nationally representative longitudinal descriptive study of LEP student characteristics and services offered to LEP students. In this study, students were classified based on local criteria for defining LEP and language minority status. Young et al. reported that Spanish was the native language of 78 percent of these students. Fourteen percent spoke Southeast Asian languages, including Korean, Vietnamese, Cantonese, Tagalog, and Cambodian. Overall, there were 84 language groups represented. Of schools with LEP students, 81 percent of the schools enrolled at least one Spanish-speaking LEP student. Approximately 20 percent of the schools had at least one Korean, one Vietnamese, or one Cantonese student (Young et al., 1984, **21.1**).

Freese and Woltag (1984, **15.0**), in examining bilingual education in the U.S. Pacific Islands, included demographic information on language background and numbers of LEP students throughout the various Islands. In Hawaii, LEP students come from over two dozen countries and speak 42 different languages, most often Ilokano, Samoan, Tagalog, Korean, Vietnamese, and Cantonese. In the Northern Mariana Islands, Chamorro and Carolinian are the first languages of the dominant population groups. Almost all of the people in American Samoa speak Samoan as their first language. Belauan is spoken by most residents of Belau. In the Marshall Islands, Marshallese is the language of instruction in the elementary school, with English the medium in high school. Sixteen languages are spoken throughout the Federated States of Micronesia. In Guam, most children speak English as a first language. Those speaking English as a second language have Chamorro as their first language.

4. Language Proficiency

Many LEP students first enter school with very little or no proficiency in English; others may have a conversational level of proficiency in English but lack the level of skills required for academic use of English. In the studies reviewed, English language proficiency has been measured in a variety of ways, using informal or standardized measures. Most often, English language proficiency has been measured as oral language skills and/or as level of performance on reading subtests on standardized achievement tests. The types of services to be provided to LEP students must take these differences into account. Although a student's level of proficiency in his/her native language can provide an important basis for learning English, it is more difficult for schools and districts to assess level of native language proficiency, particularly for less common languages. Thus, there is much less known about native language skills of students.

Levels of language proficiency of bilingual, language minority, and/or limited English proficient students were reported in several of the federally funded studies provided for this review. Some of the studies highlight levels of proficiency for both the native language and English, while others focus on proficiency in one language only, most often English. Findings regarding oral proficiency in English and the native language were reported for first and third grade language minority LEP students in the Year One Report of the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited English Proficient Students (Young et al., 1986, **21.2**). Overall, most of the students had very limited/no oral proficiency, limited oral proficiency, or functional oral proficiency in English based on oral proficiency ratings using the Student Oral Proficiency Rating (SOPR). For example, 22% of grade 1 students had very limited or no oral proficiency, 26% had limited oral proficiency, and 26% had functional oral proficiency. Regarding grade 3 students, 10% had very limited or no oral proficiency, 16% had limited oral proficiency, and 33% had functional oral proficiency. Scores on standardized tests (i.e., SAT) were used as measures of reading skills.

In the same study, ratings of oral proficiency in the student's native language were also obtained with the SOPR. These ratings showed that 71 percent of the first graders and 78 percent of the third grade students were rated as fluent in oral proficiency in their native language. Likewise, approximately 29% of grade 1 students and 22% of grade 3 students were less than proficient in their native language. The English and native language oral proficiency of Native American LEP students was also rated with the Student Oral Proficiency Rating (SOPR) in a study of Native American LEP students by Rudes et al. (1988, **30.1**). Ratings indicate that first and third grade Native American LEP students scored higher on ratings of English proficiency and lower on ratings of native language proficiency than their language minority LEP peers nationwide.

Using data from the National Educational Longitudinal Study (NELS) on factors contributing to the academic and social development of Asian and Hispanic eighth-graders, Bradby reported that approximately 65 percent of both Asians and Hispanics, in self-reported responses on ability to communicate with others, indicated high levels of English proficiency, while less than one-third noted moderate levels of proficiency in English. Four percent reported a low level of proficiency in English. With regard to language skills, many Hispanic and Asian eighth-grade students were found to report similar proficiency levels (Bradby, 1992, **52.0**).

Regarding language proficiency levels by age group, O'Malley reports on the English language proficiency of LEP children ages 5 - 14 (O'Malley, 1982, **6.0**). Although reports are for a limited age group of LEP students, schools surveyed in the study reported that 22 percent of the students were able to use English very well, 19 percent used English adequately, and 14 percent were slightly limited in their ability to use English. Thirty-four percent of the LEP children were not rated at all on their English ability.

The Young et al. study was the only study which reported length of time in the U.S. and oral proficiency in both English and the native language. Spanish-speakers were rated as having a higher level of oral proficiency than the Chinese speakers, which was attributed to a longer length of time in the U.S. Very low ratings were achieved in oral proficiency for both students who had been in the U.S. for one year or less and for students who had been in the U.S. for more than five years, differences were attributed to two factors. Newly arrived students may immerse themselves in English, thus receiving poor ratings in English as they are in developmental stages. However, for students who have been in the U.S. a longer period of time, increased proficiency in English may not occur if they are not exposed to correct English, e.g. if there are no fluent English speakers in the home community (Young et al., 1986, **21.2**). Generally, the longer the length of time in the U.S., the higher the level of English proficiency and the lower the level of native language proficiency.

5. Socioeconomic Status

The socioeconomic level of a student is a background factor that has in general been related to parent and student participation in school and overall educational attainment. In the studies reviewed, this same relationship between socioeconomic status and achievement was found, and in some cases, socioeconomic status was suggested as a more critical factor in determining students' level of achievement than was lack of proficiency in English. However, different definitions of socioeconomic status have been employed across the various studies. In Young et al. (1986, **21.2**; 1984, **21.1**), level of socioeconomic status was determined based on eligibility for free or reduced lunches. Another study (Rosenthal et al., 1981, **3.0**) defined socioeconomic status as related to level of education of parents, family income, parents' occupation, and race.

Rosenthal et al. (1981, **3.0**) conducted a study with a nationally representative sample of 15,000 students, with just over 10% from non-English language backgrounds. In this study, they investigated the extent to which socioeconomic status and language background affect achievement. Home language background was not found to be an important factor in explaining student achievement; findings indicated that socioeconomic status differences rather than home language background had a greater affect on achievement. Nonetheless, they pointed out that language proficiency must be examined in addition to language background. The same finding regarding socioeconomic background and achievement was presented by Birman and

Ginsburg (1981, **5.0**) based on a review of six studies (including the Rosenthal et al. study, 1981, **3.0**). The findings of their review indicated that while students from non-English speaking homes may have educational needs, these may be poverty-based rather than derived from a dependence on a non-English language.

Findings of the descriptive phase of the National Longitudinal Study showed that in 1983-84 nearly all (91 percent) language minority LEP students in grades K-6 were from low income families, i.e., received free or reduced lunches. Only about half of all other students received such assistance (Young et al., 1984, **21.1**). However, Young et al. point out that socioeconomic status may not be such a relevant variable for recently arrived students, since parent educational level and former socioeconomic status may not be reflected in their current level of income.

The overall socioeconomic status of the school is also related to concentrations of LEP students. In the interim report of the Prospects study on Chapter 1 participation (Puma et al., 1993, **58.2**), the poorest schools were reported to have about three times the national average of LEP students in first and third grade receiving compensatory education, and the number of LEP students in the wealthiest schools is considerably lower than the national average (Puma et al., 1993, **58.2**).

Information on socioeconomic levels of non-English language background students was collected in the Year 1 Report of the National Longitudinal Evaluation of the Effectiveness of Services for Language-Minority Limited-English-Proficient Students by Young et al. (1986, **21.2**). Results showed that Spanish language students came from the lowest socioeconomic status families, the Chinese language students were in the middle range, and other language groups came from families of the highest socioeconomic status.

These federally funded studies have used socioeconomic status as a variable in studies on LEP students. However, for comparisons across studies it is important that socioeconomic status is consistently defined, and this has not always been the case. What the findings of these studies also imply is that services must match the needs of students. If needs are based on socioeconomic levels as well as language background, the type of service offered should reflect this. In addition, the high proportion of LEP students from low income backgrounds may also reflect needs for non-instructional support services. Thus far, the types of non-instructional supports provided by programs have not been a focus in defining the characteristics of services received by LEP students.

6. Home/Parental Background

The support that students receive in their home environment plays an essential role in the degree to which students achieve academically. School personnel advocate the important role of parental support and interest and involvement in the education of their children, and it is generally found that an active parent component in a school system greatly enhances the overall school community. However, parent involvement can be defined in a number of ways; it may mean parent attitudes of support for education and interest in their children's school work. It may mean active assistance of children at home with school work, or it may refer to parents actually assisting within the school building in some way or attending parent-focused activities provided by the school. The effects of parent involvement are likely to vary depending on the way in which involvement is defined. Also, given cultural differences in how schools and educators, and the role of parents are viewed, it is likely that families from different cultural backgrounds will vary in their assumptions about their own role.

Several of the studies included in this review have provided data related to parents and their involvement, defining this in different ways. For the most part, there has not been a considerable emphasis on the role of parents, particularly in the studies carried out in the early 1980's. Some greater concern with the role of parents and their beliefs and attitudes is evident in more recent studies, including a study focused specifically on the Title VII Family English Literacy Program which has as its goal the provision of services to parents of LEP students. Given recent trends toward increased linkages between home, school, and classroom, gaining further information about parents and home background of students is an important step to take. Below, the findings of this review are presented with regard to home environment, parent education, parent support for education, parental preferences/attitudes regarding the nature of the services to be provided, and parent involvement in instruction. The background of parents of LEP students and the degree to which parents are involved in the education of their children varied by ethnic/linguistic group.

Home Environment. A first question to ask regarding home environment is: Who is present in the home? If the school is going to reach out to include parents or guardians of students, it is important for them to know who it is they are trying to reach and what constraints (e.g., in terms of being a single caregiver, language, etc.) might make it difficult for the parents/guardians to become involved. For example, data collected in Year One of the National Longitudinal Study (Young et al. 1984, **21.2**) showed that almost one-fourth (21-22 percent) of grade 1 and 3 LEP students came from homes missing either a male or female guardian. Spanish language students were found to be more likely than others to live in homes without a male guardian. Burkheimer et al. (1984, **34.2**) found that the first and third grade LEP students included in their cohort samples had an average of two adults and 2.2 siblings.

Parent Level of Education. The parents' own level of education will affect parental values regarding education and also affect their participation in their children's education. Preliminary data from the Prospects study indicated that students' language minority and LEP status were closely related to the mother's level of education. Fifty-five percent of third grade students who were designated as language minority or LEP and who were receiving Chapter 1 came from families in which the mother had no more than 8 years of schooling (Puma, 1993, **58.2**). Findings of the Prospects study generally indicate that the lower the level of parental education, the lower will be student achievement (Puma et al., 1993, **58.2**). In an earlier study, Young et al. (1986, **21.2**) found that fathers completed more years of schooling than mothers for both Spanish and Chinese-speaking students, but especially for students with native languages other than Spanish. Compared to parents of other language minority LEP students, Native American parents reported attending school an average of three years more than others (Rudes et al., 1988, **30.1**).

Parental Expectations. The educational expectations parents held for their children were found to vary by ethnic group. Data from the National Longitudinal Study (Year One) showed that parents of Spanish language children had the lowest expectations. Chinese parents had a mix of both very high and very low expectations, and parents of other language groups had medium to high educational achievement expectations (Young et al., 1986, **21.2**). Rudes et al. (1988, **30.1**) reported that over one-third of the Native American parents expected their children to attend college but only 10 percent expected the students to continue in a professional or graduate program. These expectations are slightly lower than those of language minority LEP students from other language backgrounds (Rudes, 1988, **30.1**).

Parental Preferences for Services. In a study focused on the cost and delivery of bilingual services, parental attitudes toward bilingual education programs were investigated (Carpenter-Huffman and Samulon, 1981, **2.0**). Overall, parents supported the learning of English for their children although differences existed based on ethnicity. For example, Chinese parents, in contrast to Hispanic parents, preferred to send their children to private programs for native language and culture instruction, rather than hold the school responsible for such instruction. Vietnamese parents supported immersion programs for their newly arrived children, although they anticipated holding the school responsible for native language and culture instruction after about five years of residence in the U.S.

Parental preferences were also examined in another study, carried out by Baratz-Snowden et al. (1988, **31.0**). This study was focused on the views of language minority parents nationally regarding the schooling of their children. A sample of Asian, Puerto Rican, Mexican American, and Cuban parents were derived from the National Assessment of Educational Progress (NAEP) study as well as through a supplemental telephone survey. In general, the study found that Asian parents as compared to Puerto Rican and Mexican American parents were more likely to be in favor of an all-English program, such as an immersion program, and less likely to support the use of the home language for instruction. Asian parents were also less likely to hold the school responsible for teaching their children literacy skills in the non-English language. Thus the findings suggest considerable differences by ethnic/linguistic group in parents preferences regarding services. The generalizability of the findings is restricted, however, given problems in the structure of the two samples on which the study was based.

Parent Involvement in Instruction. Parents' involvement in their children's education can take many different forms, and this diversity is seen in the findings reported in the federally-funded studies. Involvement can perhaps first of all begin with how the parent shows interest in the child's schooling at home, by asking questions and by supporting the child's efforts in doing homework. Analysis of the Year One data from the National Longitudinal Study showed that 80 percent of parents of Spanish-speaking students reporting talking with their child almost every day about school issues compared to 57 percent for parents of Chinese students and 74 percent of other parents. These differences were consistent at both grade 1 and grade 3. However, parental support for education might also be reflected in the hours that a child spends on homework or reading or being read to, on the assumption that parents may require more time in these activities. The data from the National Longitudinal Study show that Chinese students spend an average of 6.6 hours on homework and 3.3 hours reading compared to 4.5 hours on homework and 1.5 hours of reading reported for Spanish-speaking students. Thus, across these two groups, parent support for education may take different forms.

Another way to view parent involvement is in terms of more direct involvement in the program at the school building. Carpenter-Huffman and Samulon (1981, **2.0**) investigated the extent of parent involvement and decision-making in bilingual programs through case study site-visits conducted at six LEAs in the West and Southwest (The focus of the study, however, was to estimate the delivery and cost of bilingual programs). The findings indicated that even though formal mechanisms for parent involvement such as school liaisons and advisory committees existed at the programs, few parents of children in the bilingual programs were involved in the schooling of their children. Program staff noted a number of reasons for the lack of participation, among them cultural differences in the parental role in education, fear of being identified as undocumented immigrants, lack of time due to work commitments, and fear of organizations affiliated with the government, such as the school.

Parent involvement has been demonstrated to be an important component of programs identified as exemplary. For example, in the Descriptive Study of Significant Features of Exemplary Special Alternative Instructional Programs (SAIP), Tikunoff et al. (1991; **46.3**) found that parental and community involvement were key elements of programs. Common approaches to promoting parent involvement included the availability of a translator/interpreter in the native language who facilitated home-school communication, translations of report cards and school notices/information, adult ESL classes, and involving parents in the parent-advisory committee (Tikunoff et al., 1991, **46.1-3**).

A study that described migrant education programs identified as effective practices those involving parents on advisory committees and in fundraising activities, and providing training and workshops in (among other things) parenting skills. Since migrant education programs generally include about 40 percent LEP students, these findings are also relevant to parents of LEP students. The authors recommended increasing these types of activities in order to increase parental involvement in schooling (Rudes and Willette, 1989, **35.1**).

Another example of an effective parent involvement activity/program is the Title VII-funded Family English Literacy program. Family English Literacy (FEL) programs have been supported to increase parental involvement in education. In a descriptive study of the Title VII Family English Literacy Programs funded from 1985-1989 (Atlantic Resources Corporation, 1992, **50.0**), findings indicated that participants enrolled in FEL programs to learn or improve their English; benefits from enrollment in the program included the development of English literacy skills and involvement in the education of their children. Mothers were the major group served by the programs. Features of the projects which most contributed to participant growth and progress included bilingual staff; intergenerational focus; opportunity for families to work together; accessibility to project instruction, child care, and/or transportation; and the importance of helping parents realize the significance of their role in their children's education. Project directors considered the parents' involvement in their education; their improved English, literacy, and parenting skills; and their increased self-esteem and confidence as important project achievements.

C. Findings Specific to Asian/Pacific American Students

Few of the federally funded studies included in this report focused on the Asian/Pacific American (APA) student population. The one study (Freese and Woltag, 1984, **15.0**) focusing specifically on this population looked only at the situation in the U.S. Pacific Islands, which contain characteristics unique from the continental U.S. Other studies, if describing the APA population within the study sample or in reporting findings on this population, frequently linked various Asian ethnic and language groups together within one group, "Asians."

High concentrations of language minority, limited English proficient students are found throughout the U.S. Pacific Islands; in some areas up to 99 percent of the student population speaks English as a second language (Freese and Woltag, 1984, **15.0**). Oxford and Oxford-Carpenter et al. (1980, **12.1**; 1984, **12.2**) reported that in the year 2000, the Asian NELB population is expected to increase from 1.8 million to 2.3 million. Although a number of language groups are represented among the Asian population, the highest LEP rate was reported among the Vietnamese language group.

In 1983, fourteen percent of first and third grade minority language and/or limited English proficient students spoke Southeast Asian languages, including Korean, Vietnamese, Cantonese, Tagalog, and Cambodian; and at least twenty percent of the schools had at least one Korean, one Vietnamese, and one Cantonese student (Young et al., 1984, **21.1**). Bradby reported that nearly one-half of Asian eighth-graders are Chinese and Filipino. Southeast Asian and Korean groups each represent one-tenth of the population, followed by smaller percentages of Pacific Islanders, South Asians, and Japanese. Nearly three-quarters of Asian (and Hispanic) eighth graders reported high or moderate levels of English proficiency (Bradby, 1992, **52.0**). Bradby appeared to be the only study including grade levels beyond the elementary levels.

Asian populations are found to differ on certain behaviors/attitudes from Hispanic populations. For example, Asian parents are less likely than Hispanic parents to hold the school responsible for teaching their children to speak, read, and write their non-English language; they are less enthusiastic than Hispanics toward the use of the non-English language for instruction, and more likely to support English immersion programs (Baratz-Snowden et al., 1988, **31.0**).

Baratz-Snowden et al. (1988, **31.0**) also reported that Chinese parents preferred to send their children to private programs for native language and culture instruction and held fewer school-related conversations than Spanish language parents. In addition, Young et al. (1986, **21.2**) reported that Chinese parents included those with very high expectations and those with very low educational achievement expectations of their children. Young et al. (1986, **21.2**) also reported that Chinese language students were usually in the middle status families. Vietnamese parents supported immersion programs for newly arrived children but results indicated that after about five years of residence in the U.S., they may want the school to be responsible for maintaining the child's native language and culture (Baratz-Snowden, 1988, **31.0**).

D. Summary

There is considerable diversity within the LEP student population, especially with respect to language, culture, English proficiency, educational experience, learning skills, and home background. Many language groups, especially Spanish and Asian languages, are represented within the non-English language background, language minority, and limited English proficient populations throughout the U.S. and the U.S. Pacific Islands. In the descriptive phase of the National Longitudinal Study, 84 different language backgrounds were identified for LEP students.

Regionally, most LEPs are found in the West, followed by the Northeastern, Southern, and Midwestern states. Although studies have focused primarily on the Hispanic population, a few of them investigated the Asian/Pacific American population.

The estimates of numbers of limited English proficient and NELB students have varied due to factors such as the use of different definitions of the population, the use of different means of identifying limited English proficient students, and different databases. Such differences underline the complexity involved in attempts to identify and pinpoint exactly who should be eligible for special language-related services.

1. Ethnic/Cultural Differences in Student Background

Ethnicity played a major role in the differences noted regarding the home environment and parental background. Parental background and involvement in instruction clearly differed by ethnic group, and even within ethnic groups. Overall, parents of Spanish-speaking students prefer the use of the native language in instruction, expect the school to teach their children English, have lower levels of not get involved in activities. There may be very practical reasons such as lack of transportation, hesitation in bringing younger children with them to the school, etc. These types of barriers may exist and, once known, could be directly addressed.

Finally, other areas for further examination include, but are not limited to: LEP students with other special needs, such as refugees, handicapped, developmentally disabled; and further definition of LEP students' educational background in their native country (or, for migrant students, previous education in the U.S.).

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education than other language minority groups, hold more school-related conversations with their children, and have the lowest academic expectations of their children, compared to parents of Asian, Native American, and other language groups. Chinese and Vietnamese parents, as compared to parents of Spanish-speaking and other language students, hold fewer school-related conversations with their children.

However, Asian language background children were reported to work longer on their homework and read more on the average. Chinese and Vietnamese parents prefer immersion programs rather than maintenance or transitional programs. They consider learning English as one of the top three important objectives of schooling. Native American parents hold fewer school-related conversations compared to all other language minority and limited English proficient groups. They are more highly educated than other language minority and LEP parents, and a greater percentage of them expect their children to complete college.

2. Areas for Further Research

The research funded by the Federal government has focused on a range of characteristics specifically tied to students. As this chapter reveals, these areas include the estimates and projections of the number of students receiving or in need of special language-related services, demographic characteristics, and parental and home characteristics. However, a variety of questions remain that either were not addressed in the studies supplied for this literature review, that were not investigated, or that should be revisited. Based on the objectives, methodologies, and findings reported, three general areas stand out as issues for further investigation.

First, few distinctions are noted regarding any differences in background characteristics and types of skills for elementary versus secondary level LEP students. Such differences, if present, would be likely to affect decisions regarding school staffing, administration, and the nature of instructional programs.

Second, the native culture of students plays an increasingly important role in the provision of special services for LEP students. Cultural differences may affect communication patterns and social interaction, especially with regard to gender differences.

Third, further investigation of parents' beliefs about what their role should be in the school and in their children's education. For example, Cardenas and Rudes (1983, 10.1) noted that efforts to increase parental/community involvement were less successful when parents and community feel that education is the school's responsibility. Differences in beliefs related to parent/community roles and responsibilities most likely exist by cultural group. If these differences can be better understood the communication between home and school can be made more effective and ways to encourage parents to become involved can be designed to take these differences into account. Finally, other research might investigate why parents do

IV. TEACHER LEVEL FINDINGS

A. Overview

Much of the emphasis in recent reform efforts and school restructuring has been on the role of the teacher. Teachers are being given new opportunities for working together as professionals, for making joint decisions within school-based teams, and for setting up newer forms of learning activities in the classroom. The role of the teacher is an important one, and the teacher's experience, training, and other background characteristics affect the way instruction is presented to students. The 25 federally funded reports reviewed in this chapter present findings on teachers of LEP students. The findings include data on teacher background characteristics, including education, language proficiency, and teaching experience. Findings are also presented related to certification/endorsement, training, and teachers' attitudes as they relate to classroom practice and decision making.

Teachers are a very critical component of the resources available nationwide to address the needs of LEP students. For this reason, one important question to be asked is whether the supply of teachers who are trained to work with LEP students is sufficient. Other questions concern their level of training and, once trained, what percentage of those who are trained actually move into positions where they work with LEP students. Only two of the reports included in this review were focused specifically on examining nationally representative data related to numbers and characteristics of teachers; only one of these reports focused on the data on teachers of LEP students only. Other reports that have been carried out since 1980 have obtained data on teachers as one component of several different components related to instruction of LEP students.

B. Review of Findings

In 1985, in a review of studies funded by the U.S. Department of Education, Pelavin Associates (1985, **19.0**) included an examination of the data available on the level of supply and demand for teachers of LEP students. They found that this was difficult to do. As they pointed out, there are discrepancies in estimates of the number of the LEP student population on which to base a statement of need. In addition, they found that there was not agreement on what constitutes a qualified bilingual teacher, since definitions of criteria vary by language and region.

A national database on all teachers (not only ESL/bilingual teachers) was developed in 1987-1988 in the Schools and Staffing Survey (SASS). The SASS, an integrated set of surveys conducted by NCES, profiled the U.S. teaching force and presented information on policies and practices. Administrators and teachers from 9,300 public schools and 3,500 private schools were included in the study. The Teacher Follow-up Survey (1988-1989) was administered to a subsample of the SASS teacher survey respondents. The Schools and Staffing Survey identified teachers as bilingual or ESL teachers if they used a native language other than English to instruct LEP students or if they provided intensive instruction in English to students with limited English proficiency (Choy et al., 1992, **54.0**). Two reports in this review focused on teachers exclusively using the 1987-88 Schools and Staffing Survey (SASS) data. Choy et al. (1992, **54.0**) primarily summarized and interpreted the SASS results for all teachers; Pelavin Associates (1991, **44.0**) focused on bilingual and ESL teachers.

Other reports provided data on teachers of LEP students as part of larger reports or studies. Young et al. 1984 (**21.1**) was one such study in which nationally representative data on teachers of LEP students was provided as part of a National Descriptive Study of Services for LEP Students. Teachers of LEP students in this study included all teachers who taught at least one LEP student in their classes; thus, it was not limited to teachers who taught primarily in areas of special services for LEP students. The study reported that there were an estimated 44,296 academic content-area teachers offering special services to language minority LEP students in grades K-6 in the 1983-84 school year. In addition, 4,083 special education teachers and almost 5,000 resource or instructional support staff were estimated to provide services for these students. Of teachers providing content-area instruction to LEP students, 28 percent held credentials or certificates in bilingual education while 6 percent held them in ESL (Young et al., 1984, **21.1**).

Across studies, the data available on teachers of limited English proficient students do not always refer to the same populations of teachers. For example, some studies have focused on teachers certified as bilingual and ESL teachers; other studies have provided data on teachers within Title VII projects or specific programs. Others, such as noted above for Young et al. (1984, **21.1**), identified as teachers of LEP students all teachers who instructed LEP students in their classes, including all academic teachers.

1. Demographic Characteristics

Based on data from the Schools and Staffing Survey (1987-88) and the Teacher Follow-up Survey (1988-89), Choy et al. (1992, **54.0**) found diversity in the demographic composition of the school teaching force. Specific demographic findings are reviewed below.

Gender. In summarizing the results of the Schools and Staffing Survey (1987-88) and the Teacher Follow-up Survey (1988-89), Choy et al. (1992, **54.0**) noted that in the 1987-88 school year, 71 percent of all teachers in public and private elementary and secondary schools were female while only 29 percent were male. Pelavin Associates (1991, **44.0**), in their analyses of the SASS data on bilingual education and ESL teachers, found that the gender ratio with respect to bilingual education was even greater than that for regular teachers, with a ratio of more than 6 to 1 females to males.

Race/Ethnicity. Choy et al. (1992, **54.0**) reported that, in 1987-88, 50 percent of the public and private elementary and secondary schools had no minority teachers on staff, while 14 percent of the schools had teaching staff comprised of at least 30 percent minority. Of all teachers in public and private elementary and secondary schools, 12 percent belonged to a minority group (7 percent black, 3 percent Hispanic, 1 percent Native American, and 1 percent Asian).

In a separate analysis of the 1987-88 (SASS) data, Pelavin Associates (1991, **44.0**) compared the ethnic background of bilingual education teachers and ESL teachers. They reported that while Hispanic teachers represent 59 percent of the bilingual education teachers, they comprise only 26 percent of those teaching ESL. In contrast, about 31 percent of the bilingual education teachers and 62 percent of the ESL teachers were white.

Pelavin Associates also reported that for Asian/Pacific American teachers it was found that about three to four times as many teach bilingual education and ESL classes as teach in the regular classroom. For Native American teachers, findings show that about the same proportion teach bilingual education and ESL as teach in regular classrooms.

Age. According to Choy et al. (1992, **54.0**), in 1987-88, the average teacher age overall was 40. Pelavin Associates (1991, **44.0**) reported a similar average for bilingual and ESL teachers. They reported that between 37 percent and 42 percent of bilingual education and ESL teachers are between the ages of 35 and 44. However, twenty-five percent of bilingual education teachers, 44 percent of ESL teachers, and 34 percent of regular teachers are between 45 and 64 years old. A higher proportion of bilingual education teachers (31 percent) is between 25 and 34 than either ESL (19 percent) or regular teachers (22 percent).

2. Language Background and Proficiency

Although the language background of teachers of LEP students varied widely, more often than not the teacher could speak the language of the student. Young et al., (1984, **21.1**) found that fifty percent of content-area teachers of language minority, LEP students spoke their students' native language, usually Spanish. In the longitudinal phase of the same study, Young et al. (1986, **21.2**) found that the main teachers of language minority LEP students generally were proficient in English, that 70% had a background in both English and in the student's native language while about 25% had a background in English but not in the student's native language. Teachers of Spanish-speaking or Chinese-speaking students were most likely to be bilingual in both English and the students' native language; teachers of students from language groups other than Spanish and Chinese were most likely to be monolingual in English. (The sample of students in this study was representative of large districts nationally, i.e., those with 200 or more LEP students in grades 1 and 3).

Other federally funded studies included in this review presented data on the language backgrounds and proficiency levels of teachers who instructed LEP students within particular programs. In some of the exemplary Special Alternative Instructional

Programs (SAIP) projects discussed by Tikunoff et al. (1991, **46.2**), teachers used English for instruction 90 percent of the observed class time. However, they were proficient enough to use the LEP students' native language to support English language and concept development.

With respect to teachers in the structured English immersion, early- and late-exit transitional bilingual education programs examined by Ramirez et al. (1991, **38.1**), there were differences in teacher language proficiency across the different types of programs. The late-exit teachers tended to have backgrounds similar to those of their students, and they were sufficiently fluent in Spanish to teach in it. Teachers in the immersion strategy and early-exit programs, on the other hand, usually were not Hispanic nor were they proficient in Spanish.

Cardenas et al. (1983, **10.2**) reported that 66 percent of teachers within Title VII-funded basic projects operating during the 1980-1981 school year were proficient in a language other than English. Although most teachers were proficient in one other language (usually Spanish), 10 percent reported proficiency in at least two other languages. Proficiency in another language varied by project size, with more teachers in larger projects reporting proficiency in a second language than those in smaller projects. Also, more teachers were proficient in another language in projects serving Spanish-speaking students.

In contrast, Rudes et al. (1988, **30.1**) found that the main teachers in classrooms with Native American LEP students had a strong background in English but not in the Native American language. However, the auxiliary and support teachers had a lower proficiency in English and a stronger background (though still low) in the Native American language. Freese and Woltag (1984, **15.0**) reported that teachers in the Pacific Islands have varying degrees of English proficiency, and the vernacular is used for instruction through grade 5. The Pacific Islands are linguistically diverse, and in most islands English is a second language, used primarily for academic purposes.

3. Educational Background

Choy et al. (1992, **54.0**) reported that of all the public and private elementary and secondary school teachers surveyed in 1987-1988, 99 percent had a bachelor's degree and almost one-half (46 percent) had a higher degree. Pelavin Associates (1991, **44.0**) contrasted the education (highest degree attained) of bilingual and ESL teachers. Fifty-eight percent of bilingual education teachers had completed up to a bachelor's degree and an additional 37 percent held a master's degree or beyond. These data therefore indicate that about 95 percent of bilingual education teachers had a bachelor's degree, compared with 99 percent of teachers overall (as reported by Choy). For the ESL teachers, Pelavin Associates reported that 39 percent held only a bachelor's degree and 57 percent held a master's degree or beyond, i.e., a total of 96 percent held a bachelor's degree. From these data, it appears that a higher proportion of ESL teachers have a postgraduate degree compared to bilingual education teachers, and that a slightly lower proportion of ESL and bilingual education teachers, as compared to regular classroom teachers, hold bachelor's degrees.

Young et al. (1984, **21.1**), in data from all teachers with at least one LEP student in their classes, found that ninety-eight percent of the teachers of language minority LEP students had a bachelor's degree while 37 percent also had a master's degree. In an evaluation of Title VII services to Native American students with limited English proficiency, Rudes et al. (1988, **30.1**) found that over 90 percent of the teachers had a bachelor's degree while 29 percent had a master's degree. Cardenas et al. (1983, **10.2**) reported that all teachers in the Title VII-funded bilingual education programs had college degrees and that a little more than 25 percent held a higher degree, usually at the master's level.

4. Teaching Experience

Teacher experience, both general and specialized, may be related to the effectiveness of instruction. In reporting on the analyses of the 1987-88 Schools and Staffing Survey (SASS) data, Pelavin Associates (1991, **44.0**) contrasted the years of experience of bilingual and ESL teachers with that of regular teachers in all other subject areas. In general, regular teachers had more experience than bilingual education and ESL teachers. Thirty-five percent of bilingual education and 25 percent of ESL teachers had taught for fewer than six years, compared with 19 percent of regular teachers. Choy et al. (1992, **54.0**) reported that on average, public and private school teachers overall have 14.2 years of teaching experience. Young et al. (1984, **21.1**) reported that the classroom experience of teachers of LEP students varied widely. Teachers of language minority LEP students had a median of 10.7 total years of teaching experience in grades K-6 and 5.8 years of experience teaching LEP students.

Rudes et al. (1988, **30.1**) found that teachers who were instructing grade 1 Native American students had a mean of 12.2 years of teaching experience overall and 8.1 years of experience in teaching LEP students. Grade 3 teachers had a mean of 9.5 years of experience overall and 6.6 years of experience in teaching LEP students. Cardenas et al. (1983, **10.2**), found that over one-half (58) percent of both classroom and resource teachers associated with Title VII projects reported having taught in a mono-lingual English-speaking classroom. A slightly higher percent (42 percent) of the resource teachers had previously taught in bilingual classrooms compared with classroom teachers (31 percent). However, years of teaching experience were similar for both groups. Thirty-one percent of classroom teachers and 32 percent of resource teachers had more than 12 years of teaching experience while 21 percent of the classroom teachers and 27 percent of the resource teachers had fewer than four years of experience.

Although findings on years of teaching experience were reported in a variety of ways and on a variety of populations, all seem to agree that regular classroom teachers are likely to have more teaching experience than their specialized counterparts in bilingual education and ESL classrooms. This is likely to be at least in part due to the differences in ages presented earlier, showing that a higher proportion of bilingual education teachers are in the youngest age range in the study (age 25-34).

5. Certification

Any discussion of certification findings must begin with the understanding that there is not any consistent certification standard. Certification may include regular, probationary, and temporary certification, and there is wide variation across states in the conditions for issuing various certifications (Choy et al., 1992, **54.0**). Young et al. (1984, **21.1**) reported that 25 percent of districts contacted did not require district or state bilingual education certification. Most (84 percent) of the remaining districts did have certification requirements, but these requirements often included waivers and provisional certification. Among the districts requiring bilingual education certification, the median district had 12 percent of its teachers under waiver. Although wide variation still exists, findings of the Descriptive Analysis of Title VII-Funded State Education Agency Activities (Nava et al., 1984, **14.0**) showed that the States were moving toward institutionalization of certification requirements for LEP teachers. Of nine states reviewed in the case studies selected, seven already had legislation and one had legislation under development for certification of teachers in bilingual education or ESL.

The number of teachers who are certified in bilingual education or ESL does not necessarily imply the same number are teachers of LEP students. Some teachers are certified in bilingual education, but are teaching in regular (not bilingual) classrooms. According to a regional study carried out in the West and South (Carpenter-Huffman and Samulon, 1981, **2.0**), 19 percent of the regular classroom teachers held bilingual teaching certification but were not providing bilingual services. The situation had not changed when Pelavin Associates (1991, **44.0**) reported large numbers of teachers whose primary assignment was different from their training. Only 33 percent of teachers whose highest degree was in bilingual education and 55 percent of those whose highest degree was in ESL had primary teaching assignments in their fields. Pelavin Associates (1991, **44.0**) also found that many teachers with education and training in Bilingual Education or English as Second Language did not have primary teaching assignments in these areas.

In data from the SASS study reported by Bobbitt and McMillen and cited in Zehler (1991, **43.0**), the findings were that 35 percent of bilingual education and ESL teachers had both majored in the field and were certified to teach in it. Of the remaining 65 percent of teachers, 56 percent had not majored in the field but were certified in it, while 6.5 percent had neither majored in the field nor were they certified in it.

Others have pointed out similar gaps in certification. In the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited English Proficient Students, Young et al. (1984, **21.1**) reported that although 94 percent of teachers of language minority LEP students were state certified to teach in elementary school, only 28 percent had credentials in bilingual education and 6 percent had ESL credentials. Cardenas et al. (1983, **10.2**), in describing Title VII-funded projects, reported that almost 90 percent of bilingual classroom teachers and 70 percent of resource teachers were certified to teach in elementary school. However, only 40 percent of the classroom teachers and 30 percent of the resource teachers held certification in bilingual education.

For classroom teachers who use the student's native language for teaching, certification differed depending on the nature of the program in which the teacher worked; it also varied by the language used (Cardenas et al., 1983, **10.2**). Similarly, Ramirez et al. (1991, **38.10**) noted that teachers working with LEP students within late-exit programs were more likely to have credentials in bilingual education and/or ESL compared to early exit and immersion programs.

Schools participating in Title VII grant programs that provide instructional services to LEP Native American students showed similar trends with respect to general certification, but fewer teachers were specifically qualified to work with language minority LEP students. Rudes et al (1988, **30.1**) reported that for grades 1 and 3, 96 percent and 100 percent of the teachers were state certified as teachers, respectively. However, less than 5 percent of the main teachers and 10 percent of the auxiliary teachers in grades 1 and 3 were certified in bilingual education or ESL.

Findings of these studies suggest a need for definition and consistency across districts and states in teacher certification requirements, both in general and for teachers working with specific populations such as language minority LEP students.

6. Training

Despite the numbers of teachers with bachelor's and master's degrees, shortages of teachers qualified to teach language minority LEP students continue. To provide services to the language minority LEP student population, projects employ various combinations of programs to build capacity to serve LEP students effectively, including providing preservice and inservice activities and workshops, services of consultants, attendance at conferences, and enrolling staff in outside programs, such as those offered by colleges and universities. Young et al. (1984, **21.1**) reported that about 60 percent of teachers of language minority LEP students and 56 percent of paraprofessionals who worked with language minority LEP students had received college or inservice training related to their work.

In a three-part study describing and implementing inservice staff development approaches applicable to LEAs serving language minority LEP students (Arawak Consulting Corporation, 1986, **22.2** and **22.3**), researchers found that inservice programs varied widely. In examining training, Cardenas et al. (1983, **10.2**) found that about one-half of the classroom teachers and a little over 60 percent of resource teachers surveyed in Title VII-funded bilingual education projects had received some inservice training.

Riccobono et al. (1992, **51.0**) gathered data on the Title VII Educational Personnel Training Programs. These training programs, carried out at four-year colleges and universities, support training of education personnel and parents to meet the needs of limited English proficient students. Most projects offered a Master's degree, about half offered a Bachelor's degree, and about one-third offered endorsements (either alone or in combination with a degree program). Bilingual education coursework and proficiency in a language other than English were required for the bilingual education programs; the ESL programs required coursework in ESL methods and did not require proficiency in another language. Almost two-thirds of the programs provided training in both bilingual education and ESL.

Most graduates of these projects had positions as educational professionals serving LEP students. The endorsement programs typically required 12 to 18 semester credit hours of coursework and were seen as a cost-effective route to producing qualified teachers of LEP students. However, Riccobono et al. pointed out that the endorsement programs do not offer enough coursework to adequately prepare qualified bilingual education or ESL teachers. In addition, since they target teachers who are already certified, they do not address the need for newly qualified teachers of LEP students.

To prepare teachers for current or anticipated shortages in bilingual education or ESL, some districts (3 percent) offer free retraining in bilingual education and ESL. The likelihood of a district offering retraining varied by region, district size, percentage of minority students enrolled, percentage of minority teachers on staff, and the teaching field. The West and South regions offered the most retraining programs in public districts, with 6 percent and 4.9 percent respectively (Choy et al., 1992, **54.0**).

Training also appears to vary by language and grade level. Young et al. (1986, **21.2**) found, for example, that teachers of Chinese speaking students were less likely to have taken courses related to language minority LEP student instruction than those teaching students with other native languages. However, in grade 1, a larger percentage of teachers of Chinese speaking students than teachers of other language groups (62 percent) took preservice or inservice training related to the instruction of their students. Brush et al. (1993, **60.0**) in describing characteristics of 15 preschool projects funded under the Bilingual Education Special Populations Program, found that all of them provided inservice training, as do most Title VII-funded training programs. Inservice workshops usually focused on such topics as early childhood development, multicultural approaches to early childhood education, bilingual and ESL approaches and activities. For almost all of the Title VII-funded projects surveyed by Cardenas et al. (**1983, 10.2**), inservice training was provided that included methods for teaching content subjects to LEP students.

One approach to expanding the pool of teachers who are skilled in working with LEP students, especially when there is a focus on content area instruction, is to identify effective content-area teachers and provide special training to them in strategies for instruction of LEP students. This was an approach taken by some of the exemplary Special Alternative Instructional Programs (SAIPs) studied by Tikunoff et al. (1991,

46.3). The SAIP programs actively recruited teachers known to be effective in content areas, and offered them training in English-language development strategies. The programs also offered training related to the instruction of LEP students to all teachers in the school in which the program was located. Such staff development included dealing with cultural transition; language learning difficulties; strategies for instructing LEP students; and issues, approaches, and techniques for improving LEP services.

7. Attitudes, Beliefs, Philosophy

Teachers' philosophies and beliefs have been related to how they implement programs and to their use of practical applications in the classroom (Rueda and Garcia, 1992, **56.0**). Rueda and Garcia (1992, **56.0**) noted that a paradigmatic shift is occurring in the definition of effective instructional practice away from more traditional, reductionist approaches in which students' learning is defined as the mastery of hierarchically ordered, discrete abilities. Instead, more "holistic", experiential or "meaning-oriented" approaches are being implemented. Rueda and Garcia are concerned with the implications of such a shift for assessment, especially for the implementation of the new alternative assessment approaches. Rueda and Garcia point out that although the implementation of the innovative assessment measures proposed require substantial change in the belief systems and understandings of the teachers who will use them, these belief systems have not been examined.

They therefore studied the beliefs of teachers regarding assessment, and found discrepancies between teacher beliefs on the whole and current educational initiatives. Rueda and Garcia conclude that new assessment initiatives will not be successfully implemented unless attention is given to teachers' existing belief systems and understandings. To promote change in these belief systems is not simple, and opportunities for teachers to experience success in the use of new approaches is one possible approach to assisting teachers in moving toward changed perspectives.

The beliefs held by staff within a district can be associated with different patterns of services provided. Strang and Carlson (1991, **40.0**) suggest that staff qualifications and training (as well as the nature of instructional services) are linked to district philosophy. In a study of Chapter 1 services for LEP students, Strang and Carlson found that two underlying philosophical patterns in districts existed and that these were related to service patterns, including staff qualifications. Specifically, one philosophical approach is that services should be sequential, and that language deficiencies should be addressed before other learning problems can be identified. In contrast, as another philosophical approach, staff believed that academic deficiencies could be identified and addressed regardless of English proficiency and that students could receive services simultaneously. These philosophies affected not only services to LEP students but were also linked to staff qualifications. In districts believing that services should be sequential, there was a wide variation in teacher training, but most had no bilingual or ESL-trained staff working in Chapter 1 projects. In districts where services were simultaneous, Chapter 1 staff tended to teach bilingually or were trained in ESL techniques.

Ramirez et al. (1991, **38.1**), in looking at specific approaches to teaching language minority LEP students, concurred that teacher attitudes tended to fit with the underlying rationale of their respective instructional models. In addition, Young et al. (1984, **21.1**) reported that teachers who spoke another language and those with credentials in bilingual education were likely to emphasize the importance of using a native language as part of their teaching philosophy.

These studies suggest the importance of examining the beliefs and understandings of teachers as an important prerequisite to the implementation of specific practices or approaches. The data indicate that teacher practices will generally be aligned with teachers' beliefs; thus to implement significant change in practice, it is important to recognize the need to promote change in beliefs.

8. Teacher Collaboration and Implementation of Change

Attitudes and practices are more likely to change, and training seems to be particularly successful, when teachers are actively involved in the planning phase as well as in implementation. Several studies point to the benefits of active teacher collaboration with each other, with researchers, and with students. In an ethnographic study of household and classroom life, Moll et al. (1990, **39.6**) found that providing teachers with information and models is insufficient to bring about change. Teachers must work together to reflect and create conditions for change that relate to their particular situations. Researchers found that the key to developing and carrying out innovation was involving teachers in the research process. As teachers became involved in the research process, teacher study groups were used as vehicles for creating conditions for change in the classroom and teachers acted as resources for each other.

The Innovative Approaches Project, Rivera and Zehler (1990, **39.7**) involved the collaboration of researchers and teachers within four innovative instructional and intervention models. In their handbook describing the AIM for the BESt Assessment and Intervention Model, Ortiz et al. (1991, **39.8**) describe an innovative model with a Student/Teacher Assistance Team (S/TAT) component. The S/TAT was a school-based problem-solving team of students and teachers that reviewed learning and behavior problems and assisted in developing problem-solving approaches. Ortiz et al. (1991, **39.9**) noted the ease of implementation of model components and its acceptance by teachers and assessment personnel, as well as the benefits to staff, of the use of the model's collaborative interaction.

A critical component in the implementation of the scientific inquiry model entitled "Cheche Konnen" (Warren et al., 1990, **39.3**), was the teacher enhancement process. To help teachers feel comfortable with science content and methods of inquiry, researchers encouraged teachers to use a variety of materials other than textbooks. They encouraged both bilingual and ESL teachers to use vocabulary for developing concepts. And they encouraged teachers to shift from traditional teacher-centered methods to student-centered inquiry. By working closely with the teachers, helping them to develop their content knowledge and to develop ways to work with students, the researchers succeeded in building the teachers' confidence and beliefs in an investigation-based approach to science (Rivera and Zehler, 1990, **39.7**). Thus, such researcher and teacher collaboration, as described in these studies, is a stimulating model, likely to lead to innovative and successful practices.

C. Findings Specific to Asian/Pacific American Students

Only two studies that included findings on teachers of Asian/Pacific American students were reviewed. Young et al. (1986, **21.2**) examined the effectiveness of educational services to language minority, LEP students. They found that teachers of Chinese speaking students were less likely to have taken courses in the instruction of language minority limited English proficient students than those teaching students with other native languages. On the other hand, grade 1 teachers of Chinese speaking students were more likely than others to have recently taken preservice or inservice training for working with their students.

In a study of Bilingual Education in the United States Pacific Islands, Freese and Woltag (1984, **15.0**) found that because of the linguistic diversity of the islands, English is a second language used primarily for academic purposes, and all the islands provide bilingual education services. They found that teachers in the Pacific Islands have varying degrees of English proficiency, and the vernacular is used for instruction through grade 5 and as part of the curriculum.

In the same study, Freese and Woltag (1984, **15.0**) found that the English proficiency of the teachers needed to be improved, especially for those teachers assigned to multilingual classrooms. Also, because there is no system of substitute teachers, the high rate of absenteeism among teachers affected instructional services for all students. They recommended development of many aspects of the bilingual services, including program evaluation and teacher training in ESL methods and in the English language.

With respect to teachers, there is a gap in research that focuses on those of Asian Pacific heritage. More research on Asian Pacific American teachers is needed, and this is particularly timely as the diversity of the student population increases.

D. Summary

Teacher level findings show considerable variation with respect to background, certification, training, and attitudes. Although almost all teachers hold bachelor's degrees and are state-certified to teach, and many hold a higher degree, there is a lack of standardization in education and certification for teachers of language minority, LEP students.

Overall, about one-half of the teachers of language minority, LEP students speak the native language of their students. However, the level of language proficiency of these teachers seems to vary by program approach as well as by language (Young et al., 1984, **21.1**). Teachers' language background and proficiency may contribute to the effectiveness of services. For example, in successful projects such as exemplary SAIPs, most teachers were proficient enough to use the students' native language to support concept development (Tikunoff et al., 1991, **46.2**).

Statistics on teacher certification vary by study and depend on the target populations and samples, as well as the definition of the term certification. However, the generally low percentages of teachers serving language minority LEP students who are certified in bilingual education or ESL suggest a need for better qualifications and training for teachers of these students. The shortage of qualified teachers has been somewhat offset by an assortment of training programs designed to improve teachers' approaches to working with language minority LEP students. The combination of preservice and inservice activities, workshops, consultant services, conferences, and outside programs provides a positive avenue for improving teacher qualifications and services for language minority LEP students.

Training activities include not only training in bilingual education and ESL techniques, but also in methods for teaching academic subjects to students with limited proficiency in English. Some SAIP projects took a different approach in recruiting teachers who were excellent in content areas and providing training in language development strategies. Although guidelines for training bilingual/bicultural teachers were developed in 1974, training activities vary widely across projects and are probably related to such factors as the number of language minority, LEP students in the school or district, language, and grade level. Training is also related to the underlying philosophical approach to the teaching-learning process as well as to the particular instructional approaches utilized. Training appears to be most successful when teachers are involved in the planning phases as well as the implementation of the training.

Teacher attitudes, beliefs, and philosophy may also advance or impede service delivery. The findings of two studies (Rueda and Garcia, 1992, **56.0**; Strang and Carlson, 1991, **40.0**) link underlying beliefs about learning to classroom applications and staff preparation. Teachers who believe children learn language and academic content sequentially tended to use approaches that reflect these beliefs, e.g., sequenced mastery of discrete skills, more use of rote and drill methods. Districts following this philosophical approach had few bilingual education or ESL trained teachers providing services within Chapter 1 and little emphasis on providing Chapter 1 services to language minority LEP students. On the other hand, teachers believing that learning of language and content can occur simultaneously when presented within meaningful contexts, tended to provide services simultaneously, to allow LEP students to be served by Chapter 1, and to be involved in more holistic programs that actively involve the child. Thus districts with this philosophy usually provided language and compensatory services simultaneously, and had staff trained in bilingual education services and ESL techniques.

As with other findings, teacher beliefs and attitudes varied considerably. Findings of successfully implemented innovative approaches (e.g., Warren et al., 1990, **39.3**) suggest a link between teachers' beliefs and attitudes and their decisionmaking and practices in the classroom. Experience in making changes in the classroom led to changes in the teachers' level of confidence in the approach and in their ability to implement it. The findings of this study as well as findings of Rueda and Garcia (1992, **56.0**) imply that change in classroom practices are tied to change in beliefs. Teacher collaboration in defining new instructional approaches is another model for implementing change and developing teacher beliefs and attitudes that support that change (e.g, Moll et al., 1990, **39.6**). The results of research studies such as these demonstrate that simply providing teachers with information and models is not sufficient to bring about change in instructional practice.

V. INSTRUCTIONAL FINDINGS

A. Overview of the Studies

The current school reform movement has set the year 2000 for the accomplishment of significant educational goals, including improved literacy and graduation rates, and demonstrated academic competence. The successful implementation of these goals relies heavily on the provision of quality instruction to all students, including language minority LEP populations. When one considers that a substantial number of these students fail to meet the achievement levels of their non-LEP peers, the education of these students becomes even more important. Over a decade ago, O'Malley (1982, **6.0**) noted that an estimated 52% of LEP students ages 5-14 were one-half year or more below grade level in English reading. Studies since then have reported similar findings (Cox et. al, 1992, **55.1**; Carlson and Strang, 1988, **32.0**). Teacher reports from these studies have suggested that a number of language minority students have sufficiently low English proficiency to inhibit classroom learning. The 1988 study by Carlson and Strang (**32.0**) also reported low levels of math and native language skills among language minority LEP students. Preliminary findings from a national longitudinal study of Chapter 1 services to be conducted over a six-year period (Puma et al., 1993, **58.2**) indicate that the gap between LEP and non-LEP student achievement is not narrowing. A greater number of LEP students compared with non-LEP students scored below the 35th percentile on the Comprehensive Test of Basic Skills (CTBS), a standard measure of achievement. LEP students are also more likely to be economically disadvantaged (Burkheimer, 1989, **34.2**; Puma et al., 1993, **58.2**). Since factors such as SES and language proficiency influence educational achievement (Birman and Ginsburg, 1981, **5.0**; Rosenthal et al., 1981, **3.0**), the extent to which LEP students receive instruction that addresses their needs, and the characteristics and outcomes of the instructional programs provided to them, have been the focus of a substantial amount of research.

This chapter discusses the results of a review of 57 federally funded studies on the instruction of language minority and limited English proficient students. Findings are organized into the following categories: numbers of students in special programs; types of instruction; characteristics of effective instruction; outcomes of instruction; and materials development. Findings specific to Asian/Pacific American populations are also discussed, along with a final summary and recommendations section.

B. Review of the Findings

1. Numbers of LEP Students Receiving Special Services

One of the initial questions addressed by the federally funded studies in this review was simply: Are limited English proficient students receiving special services? This question was addressed by three studies that were focussed on services specifically designed for language minority LEP students. However, it is also the case that many LEP students receive instruction through compensatory education programs, such as the Chapter 1 or Migrant Education programs; in fact, Cardenas et al. (1983, **10.2**) noted that more LEP students received Chapter 1 services than received services through Title VII. Four of the studies in this review, all conducted within the past five years, were focused on Chapter 1 and Chapter 1 Migrant Education programs and report data related to the instruction of limited English proficient students.

Numbers of Language Minority LEP Students in Special Programs. The Children's English and Services Study (O'Malley, 1982, **6.0**), a study by Cardenas et al. (1983, **10.2**), along with a later study by Development Associates (1984, **21.1**; 1986, **21.2**) attempted to estimate the number of language minority LEP students within Title VII or other bilingual/ESL programs. The O'Malley study, based on information collected from schools throughout the United States, concluded that about one-third (34%) of limited English proficient children ages 5-14 receive special instruction, including ESL and bilingual education. A small percentage of LEP students (10%) were served by Title VII-funded programs. One limitation of the O'Malley study was that the measure of limited English proficiency used -- a specially-constructed test of speaking, understanding, reading and writing in English -- was not the same as that used by the Local Education Agencies in the study.

Cardenas et al. (1983, **10.2**), in a study of all 524 Title VII basic bilingual education programs funded during 1980-1981, reported that the number of LEP students served in 1980 was between 160,000 and 200,000. Most of the students were Spanish-speaking, although other language groups, such as Asian and American Indian, were increasingly represented.

One purpose of the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited English Proficient Students[1] (Young et al., 1984, **21.1**; 1986, **21.2**) was to develop a comprehensive database of descriptive information on the range of services provided to elementary language minority LEP students in public schools. Using data collected from states, districts, schools, teachers, and students, the researchers estimated that the number of language minority LEP students provided with special services in grades K through 6 during 1983-1984 was 724,000 out of an estimated 882,000 (94%). Three-fourths of these students (76%) were Spanish-language speakers.

Numbers of Language Minority LEP Students Served Within Compensatory Education. Many limited English proficient students are served within Chapter 1 compensatory education programs; these programs provide remedial education services primarily to elementary school students (Strang and Carlson, 1991, **40.0**). Elementary schools that offer both special programs for language minority LEP and

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[1] Hereafter referred to as the "National Longitudinal Study".

Chapter 1 ESL students tend to be poor, urban schools with a high percentage of language minority LEP students.

The exact number of limited English proficient students served by compensatory education programs is not known. The O' Malley (1982, **6.0**) study had reported that 24% of all LEP students received ESEA Title I (i.e., what is now Chapter 1). Carlson and Strang (1988, **32.0**) determined that one-third (33%) of Chapter 1 public elementary schools enroll language minority LEP students; 72% of these provide some special language service. A summary of 1988-1989 State Performance Reports describing Chapter 1 programs (Sinclair and Gutmann, 1991, **42.0**) found that across 20 states and the District of Columbia, 8 percent of Chapter 1 participants were classified as limited English proficient. Puma et al. (1993, **58.2**), using data collected from first and third grade cohorts of students enrolled in Chapter 1, reported a higher percentage -- 11 to 17 percent of the first grade cohort and one-third of the third grade cohort were identified as LEP. The authors noted that the percentage of language minority LEP were probably underestimated for the first grade cohort because of the absence of data.

The amount of Chapter 1 instruction that a limited English proficient student receives is closely related to the district's program design and resources. In some districts, a prescribed level of English language proficiency needs to be reached before the limited English proficient student can be served by Chapter 1. In others, limited English proficient services and Chapter 1 services may be received simultaneously. The latter was the case in 22% of the schools from a study on Chapter 1 services (Carlson and Strang, 1988, **32.0**). Carlson and Strang also noted that about one-third of Chapter 1 public elementary schools enroll language minority LEP students. Of these schools, 82 percent provide some special language services, including Chapter 1 ESL, while 18 percent do not provide any special services for LEP students. In addition to regular Chapter 1, 50 percent of Chapter 1 schools offer only non-Chapter 1 funded special services to LEP students; ten percent offer only Chapter 1 ESL, and 22 percent offer both Chapter 1 ESL and special services for LEP students funded through other sources. However, Carlson and Strang note that the data in the study were collected at the school or district level, rather than at the student level. The pattern of services just described therefore represent the types of services offered, and conclusions about the services received by students could not be made based on these data.

The Chapter 1 Migrant Education Program funds State Education services for children of migrant workers. In a nationally representative, descriptive study of the student, staff, and administrative characteristics of Chapter 1 Migrant Education Programs, about 1 percent of the total school population, or 597,000 students, were found to have received migrant services in 1990 (Cox, 1992, **55.1**). Teacher rating data in this study indicated that approximately 40 percent of migrant students lacked full proficiency in oral English such that it interfered with their ability to participate in instruction. About three percent of regular school year and nine percent of summer-term migrant students were reported to neither speak nor understand

English (Cox, 1992, **55.1**). The results of the Carlson and Strang study (1988, **32.0**) showed that 4% of first grade language minority LEP and 3% of third graders received services through Migrant Education funding.

The differences in the numbers of students receiving LEP program services among these studies most likely stem from differences in definitions of terms, from the inclusion of language minority with LEP populations, and from the variation in grades included in each study. These differences limit the ability to make comparisons for the purposes of research. The differences may also indicate that students needing more than one type of instruction are receiving only one service (or perhaps none).

The extent (or lack) of coordination between Chapter 1, Chapter 1 Migrant Education programs and LEP services and what this means to an individual student has generally not been addressed by the research reviewed. More data is needed on what overall configuration of services is received by LEP students when there are combinations of programs present that can address their needs as students from disadvantaged or migrant backgrounds and as students without full proficiency in English. Data on the sets of services received by students, how these are determined, and information on the nature and extent of coordination of such special services would provide a much clearer picture of the services actually provided to LEP students.

2. Types of Instructional Services

A majority of the studies reviewed were directed toward answering the question of what type of programs and services are being provided. Among these federally funded studies, a typical demarcation among programs for limited English proficient students was the extent to which they followed an ESL or a bilingual model. Both labels, however, are used to refer to programs that employ an often overlapping variety of instructional approaches. Given this overlap, in actual practice it is not possible to estimate numbers of programs or develop comparisons of program effectiveness based on how programs are labeled. In any study on types of instructional services provided to LEP students, then, careful attention must be given to the definition and description of the actual instructional services that are provided.

Nieves-Squires and Goodrich (1980, **1.1**), in planning the Bilingual Instructional Features Study, defined bilingual education as "the formal and informal process of instruction that the language minority student in the primary or secondary school years encounters, and that have tangible consequences for the language development of the students". This definition includes mainstream monolingual education as part of the whole scope of student experience. It stands in contrast to definitions implied or explicitly stated which suggest that bilingual education is a transitional process whereby two languages are used to assist in the acquisition of English and the improvement of academic performance (e.g., Cardenas, 1983, **10.2**).

A number of studies used more complex typologies based on the extent to which the native language was used for instruction and the purposes for which it was used. This was the approach used in the Descriptive Phase of the Longitudinal Study of the Effectiveness of Services for Language Minority Limited English Proficient Students (Young et al., 1984, **21.1**; 1986, **21.2**). The approach used in the Descriptive Study began with the premise that it is necessary to first determine the critical variables for defining services and then to describe the instruction received in terms of these variables.

Several of the studies included in this review described Title VII programs in particular (Cardenas, 1983, **10.1, 10.2**; Rudes, 1988, **30.1**; Young et al., 1988, **30.2**; Atlantic Resources, 1992, **50.0**; Brush, 1993, **60.0**). One of the earliest of these descriptive studies was the 1983 survey of basic bilingual education programs (Cardenas, 1983, **10.1, 10.2**). Based on data obtained from mail questionnaires completed by 524 project directors and from visits to 60 sites, the authors concluded that there was substantial variation in instructional approaches both within and across projects. A typical classroom contained a heterogeneous group of students who varied in language background and proficiency.

The National Evaluation of Services for Limited English Proficient Native American Students (Rudes, 1988, **30.1**; Young et al., 1988, **30.2**) provided an analytic description of the instruction provided to elementary grade level students in schools receiving Title VII funding. Of 56 projects, the most frequent service reported was the provision of bilingual aides or translators (51%) or ESL aides (7%). Slightly less than half (47%) of the projects developed or acquired instructional materials appropriate for Native American students. Other services included community/parent development (32%), cultural heritage instruction (27%), staff development (25%), and computer-assisted instruction (25%).

Brush (1993, **60.0**) recently described the characteristics of all 30 projects funded during FY 1990 under the Title VII Special Populations Preschool Program. Findings based on fifteen of the projects suggested that they differed not only in their philosophy of bilingual education, but also in the ways in which that philosophy was incorporated into the classroom. Still, each of the projects had an active parent component and links to schools or other community organizations.

Two other studies of federally funded programs reported significant project differences in the implementation of instructional services. The Descriptive Study of the Family English Literacy Program (Atlantic Resources, 1992, **50.0**) described Title VII Family English Literacy (FEL) projects funded from 1985 to 1989. Although the goal of the FEL program is to help the families of language minority LEP children become literate, the way in which that goal was pursued varied among the 54 different projects. Nevertheless, there were similar implementation strategies and outcomes across projects. The majority of FEL projects used word-of-mouth to recruit participants. The program appears to be successful in improving both literacy and family relationships.

The focus of the majority of studies has been on LEP students within public schools. There has not been as much data gathered on LEP students and special services for LEP students within non-public schools. One study in this review, a Study of Bilingual Instructional Practices in Nonpublic Schools (Elford and Woodford, 1982, **8.0**), focussed specifically on the type of instruction received by language minority LEP students in private schools. The authors identified the range of bilingual education support services that are available in nonpublic schools throughout the United States. Their findings, based on site visits to 24 nonpublic schools, indicated that a limited number of private schools employ innovative language learning practices; most rely on standard instructional strategies. Elford and Woodford suggest that the lack of innovation may be because nonpublic schools have limited involvement with Title VII, and most of their aid is from (old) Title I and Title IV (library) sources.

In response to the diversity of teaching situations, purposes of English language instruction, and resources available, many practitioners tend not to identify with any one instructional approach, but use a combination or eclectic approach (Chamot and Stewner-Manzanares, 1985, **20.0**). Ideally, the choice of an instructional approach should be based on the instructional objectives. For example, approaches that rely on oral communication may be best suited to oral language development, while cognitive and content based approaches may facilitate academic skills. Perhaps, the effective teacher is one who is familiar with the range of approaches and can effectively judge which is appropriate in a given circumstance.

The Structure of Instructional Services. The way in which instruction is provided is another way to define services to limited English proficient students. Most frequently, programs for limited English proficient students provide services through self-contained or pull-out classes (Carpenter-Huffman and Samulon, 1981, **2.0**). Self-contained classes may be defined as instruction in one setting with a teacher and/or aide. Pull-out instruction may also be provided by a teacher or aide, but the student is taken out of "regular" class for a period of time. Findings from a descriptive study of a representative sample of basic Title VII projects (Cardenas et al., 1983, **10.2**) found that nearly 40% of the projects surveyed used a pull-out model for special instructional services for limited English proficient students. At higher grades (3-6), a pull-out approach was much more frequent than at the lower grade levels (K-2).

Typically, but not always, pull-out is a response to district policy that calls for mainstreaming as quickly as possible. Districts with a small number of LEP students may also be more cost-effectively served by this method. Pullout tends to be more prevalent with some subjects or programs than others. One fourth (23%) of the ESL teachers surveyed in the Cardenas (1983, **10.2**) study reported that this method was used more often for ESL than for other subjects. In one view, pullout is a less coherent, more fragmented type of service, while a self-contained class is more consistent with the overall goals of the school curriculum. Students who attend pull-out classes may also receive less total special instruction. The Carpenter-Huffman study (1981, **2.0**) found that elementary students in bilingual, self-contained classrooms received more language assistance than did students in pull-out programs.

The services provided to LEP students may be comprised of services from more than one special program and the quality of services provided under some programs may be very different. For example, Carlson and Strang, in their 1988 study (**32.0**), found that Chapter 1 ESL services included less time for instruction, smaller groups, and fewer teachers with bilingual education or ESL credentials when compared to other special services for LEP students. Chapter 1 funded instruction was also less likely to be in the students' native language.

To obtain a clear picture of what configurations of services are received by individual students, it is necessary to move from a school-, district-, or program- level focus, to an individual or student focus. The different programs comprising the services provided, the service delivery model (e.g., pull-out, in-class, newcomer center) and the type and extent of coordination among them may have important implications for student achievement. For the most part, however, a student-level focus has not been used in the research reviewed, with the exception of the National Longitudinal Study (Young et al., 1984, **21.1**; 1986, **21.2**).

3. Review of the Evidence for Program Effectiveness

One of the three main research categories identified by the reauthorization of the Bilingual Education Act in 1978 was research to improve the effectiveness of services for LEP students. Several of the federally funded studies have focussed on the question of which service types are most effective. A review of the literature on the effectiveness of bilingual education (Baker and deKanter, 1981, **4.0**) analyzed over 300 documents and identified 28 studies which they believed were sufficiently sound in methodological design to be included. Baker and deKanter tallied the results of evaluations comparing transitional bilingual education to results of studies on ESL, Immersion, or Structured Immersion programs, examining whether TBE outcomes were positive, negative or showed no difference. On the basis of this comparison, they concluded that there was no empirical evidence that transitional bilingual education increased the performance of limited English proficient students. The Baker and deKanter study has been criticized for the method employed (c.f., Willig, 1985, who conducted a meta-analysis of studies; Elford and Woodford, 1982, **8.0**).

Birman and Ginsburg (1981, **5.0**), based on an overview of six studies addressing federal policy toward language minority students as well as other research, reached conclusions similar to Baker and deKanter. The authors recommend that, since transitional bilingual education has been promoted without extensive evidence of its effectiveness, federal support for language services should be extended to other types of approaches and structures which may benefit specific limited English proficient populations. Giving states and schools the flexibility to decide the type of service most appropriate for their limited English proficient population may reduce constraints faced by school districts in providing federally mandated services, particularly given other implementation constraints. Districts vary widely in patterns and levels of language use, numbers of students and qualified staff, method of service delivery, and coordination of services. The value placed on the native language by the community and parents may also influence the services offered.

Pelavin Associates (1985, **19.0**) considered the effectiveness of federally funded bilingual education programs in a review of research, including 4 large-scale evaluation studies completed between 1973 and 1984. Their findings were mixed: although there were mainly positive effects, English language proficiency and achievement varied among the Title VII projects. More recently, the General Accounting Office (1987, **24.0**), based on a review of bilingual education research by independent experts, concluded that adequate and reliable evidence existed to warrant legal requirements for native language instruction.

National Comparisons of Different Types of Instructional Services. The results of the Longitudinal Study of Structured English Immersion Strategy, Early-Exit and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children (Ramirez et al., 1991, **38.2-4**) compared English language proficiency and academic achievement for three different types of instructional approaches: structured immersion (in which all instruction is in English and is provided by teachers with special training in meeting the needs of LEP students); early-exit programs (where there is initial use of the native language for instruction and clarification of instruction with transition to all English within about two to three years); and late-exit programs (in which there is a minimum of 40 percent of instruction provided in the students' native language and students stay in the program through sixth grade).

The study further reported that all three program types were effective in promoting improved student growth in mathematics skills, English language skills, and English reading compared to at-risk students in the general population. However, differences in the rates of growth found for the three different programs were noted. Over years one to three, students in the immersion and early-exit programs showed growth rates that paralleled those of the non-LEP student population in the same grades, i.e., a gradual slowing of the rate of growth with an increase in grade level. The results for students in the late-exit programs also showed growth in the achievement outcomes measures but, rather than deceleration, suggested continued acceleration in the rate of growth. The study findings also showed more parent involvement with homework for students in the late-exit group, a finding that would be expected to promote student achievement.

Ramirez et al. (1991, **38.2-4**) noted that the instructional environments provided across all three program types were passive in nature and did not provide opportunities for active student language use or for student development of higher-order thinking skills. Meyer and Feinberg, in a review of the Immersion Study, conclude that the comparisons of structured immersion and early-exit programs are the most appropriate, and view with caution the comparisons that involve programs from different schools and districts. Since the late-exit programs in the study were from districts without any alternative programs for comparison, Meyer and Feinberg do not place confidence in the results for these comparisons.

The National Longitudinal Evaluation of the Effectiveness of Services for Language Minority LEP Students (**Young et al., 1984, 21.1**; 1986, **21.2**) defined "clusters" of instructional services characterized by the extent of native language and English language used for instruction, the rate of transition to English, the presence of special instruction in English, and whether instruction in the native language arts was provided. Five clusters were identified, ranging from those with extensive (90%) use of the native language throughout the school year to clusters in which all instruction is provided in English with no special services. The study found that for grade 1 students most schools (51 percent) offered services in which all instruction was in English and special instruction in the English language was provided; however, the type of service most frequently received by students (40 percent of students) was one that involved some use of the native language with later transition to English. LEP students were at-risk academically, performing below grade level in native language skills as well as in English and other subjects.

Burkheimer et al. (1989, **34.2**), analyzed findings from the National Longitudinal (Young et al., 1984, **21.1**; 1986, **21.2**), and reported that oral English proficiency was related to a number of individual and home background characteristics. Children with higher oral English proficiency were more likely to have lived in the U.S. longer, used English more in their homes, been enrolled in school longer, and received more years of LEP services. Oral native language proficiency was not strongly related to any other variables. The correlations among other individual and home background characteristics were generally weak. High SES families had greater aspirations for their children's education, used more English at home, and were more likely to spend time on homework or reading; however, none of these factors were found to affect English language arts or math achievement in any significant or consistent way.

Data collected from two cohorts of Spanish-speaking LEP students (first and third grade) demonstrated that instruction heavily concentrated in only one subject area was found to negatively affect achievement levels of LEP students in other areas. In addition, students were found to benefit the most when provided with services at their level and when a variety of instructional approaches were implemented. Services enhancing English language arts achievement, and which paralleled those of English proficient children, led to a greater likelihood of exit from LEP services. The authors recommended further analyses with major studies restricted to Spanish-speaking students (Burkheimer, 1989, **34.2**). The review of this study by Meyer and Feinberg (1992, **57.0**) note problems in the analysis of data, and the problems posed by the large number of variables to be taken into account, the high levels of attrition in the sample, and the general difficulty in developing comparisons of programs in a study based on a survey sample rather than a controlled research design.

One of the difficulties in assessing the effect of any instructional service is the degree to which background variables influence success. Some of these variables have been the focus of the research included in this review. For example, Rosenthal et al. (1981, **3.0**), analyzed data from the Sustaining Effects Study to examine the relationship of achievement with socioeconomic status and home language background. Based on the results of multiple regression analyses, Rosenthal et al. concluded that socioeconomic status (SES), including family educational and income level, occupation and race, had a greater effect on educational achievement than home language background. Achievement was measured by math and reading scores on the Comprehensive Test of Basic Skills (CTBS) taken at the beginning and end of the school year. The home language background was determined by the language(s) used in the home as well as the predominance of each language. English predominance was used as an approximate measure of English proficiency. Thus, findings such as this point up the difficulties inherent in carrying out large-scale national evaluation studies where there are many such variables that may affect the findings. For comparisons of specific types of approaches, smaller, more focused, studies in which greater control of other factors is possible are more likely to be successful (as recommended by Meyer and Feinberg, 1992, **57.0**).

The National Evaluation of Services for LEP Native American Students (Young et al., 1988, **30.2**) described the instructional services and academic achievement of elementary grade level limited English proficient students attending schools on or near Indian reservations. This study reported that students receiving special instruction (whether in English or the Indian language) had low SAT scores, even though their academic aptitude was equivalent to, or above, the average. These scores declined or remained the same over the two years of the study, despite the fact that the school had been receiving federal funding (Title VII) targeted at improving student achievement. The researchers first attributed the low scores to evidence that these students had more need of the special services (Rudes et al., 1988, **30.1**). However, the authors concluded that further research was necessary since they had not assessed the extent to which school variables played a part in low achievement.

Two factors were later associated with the low test scores of these students: (1) community use of Indian languages and the subsequent low English proficiency; and (2) home/family characteristics such as lack of support for educational achievement. The authors noted that the extreme diversity of language backgrounds in the 56 Title VII projects made it difficult to draw valid generalizations (Young et al., 1988, **30.2**).

Achievement Within Different Instructional Approaches. Other studies that have been conducted have examined more specific aspects of bilingual education programs. In a longitudinal study (1978-1984) on the teaching of reading to bilingual students from low-income families in Texas (Mace-Matluck et al., 1984, **13.1-13.7**), the most effective means of developing the English literacy of bilingual children were described in order to determine ways of increasing the academic achievement of these students. In some programs, early instruction emphasized a phonics approach while other programs viewed reading more holistically. The nature of the instructional program affected the student's language growth and development, as measured by their progress in reading. Reading growth was measured with the Interactive Reading Assessment System which focussed on tasks representative of actual reading, on the student's ability to handle printed materials and formal language, and on coherent and comprehensible texts at all readability levels (Calfee et al., 1984, **13.3**).

Hoover (1984, **13.5**), as part of the same study, found a relationship between reading readiness and achievement, with literacy development in English more readily transferable to Spanish than from Spanish to English. However, substantial variation in patterns of growth were evident. Hoover also found that reading instruction in either Spanish or English did not differ significantly (Hoover, 1984, **13.6**). Mace-Matluck et al. (1984, **13.4**) suggested that language background does have an effect on achievement. Students with initially low English skills showed greater growth in oral English proficiency. In contrast, students with higher Spanish oral proficiency upon entry into school showed more growth in English reading comprehension than those with initially low Spanish oral proficiency.

In the Mathematics and Middle School Students of Mexican Descent: The Effects of Thematically Integrated Instruction study (Henderson and Landesman, 1992, **49.0**), the achievement, attitudes, and motivation of seventh-grade students receiving traditional instruction were compared with those in thematically-integrated classrooms. Themes, chosen by both teachers and students, related to the students' present experiences and their concerns about the future (e.g., arts, crime). The researchers found that over a two-year study period, those students receiving thematic instruction surpassed control group students in achievement on mathematical concepts and applications. However, there was no difference between the two groups in students' attitudes toward mathematics.

The degree to which the cultural heritage of the students is incorporated into the classroom instruction may also affect student achievement was one conclusion of a study of 74 Title IV, Part A projects which had cultural instruction or activities components (64 percent of the 115 sampled). The projects contributed to student improvement in several areas, including increased knowledge of, and pride in, Indian culture and heritage, increased knowledge and skills in creative arts and crafts (Reimer et al., 1983, **9.2**). However, in the Burkheimer et al. (1989, **34.2**) study, results indicated that the effects of instruction in ethnic heritage on overall achievement were mixed and dependent upon individual student characteristics.

Effects of Programs on Other Outcomes. While the majority of the research included in this review focussed primarily on differences in academic achievement, the effects of various instructional approaches in other areas have also been found. Pelavin Associates, (1985, **19.0**), in their review of federally funded research, concluded that special services for LEP students included a number of indirect benefits, such as a reduction in the drop out rates of limited English proficient students.

One of a series of documents reporting on Part A of the Indian Education Act (Young and Hopstock, 1983, **9.1**) reported no clear findings concerning the impact of Title IV, Part A projects on achievement test scores; however, students who had been served by such projects were more likely to have aspirations for post-secondary education. Although programs were perceived as having an impact on attendance, substantial changes in attendance were not found. Benefits of the Family English Literacy program for the adults who participated included not only improved English literacy skills, but also increased involvement in their children's education (Atlantic Resources, 1992, **50.0**).

Each of the 4 models that comprise the Innovative Approaches Research Project (IARP) reported affective changes, including improved self-perception and relationships among students, teachers, school and community (Rivera and Zehler, 1990, **39.7**). In particular, the Cheche Konnen ("search for knowledge" in Haitian Creole) project (Warren et al., 1990, **39.3**; 1991; **39.4**), demonstrated affective and attitudinal changes among students and within the overall school community, as well as increased knowledge of scientific concepts. Language minority students who participated in the Assessment and Intervention Model for Bilingual Exceptional Students (AIM for the BESt) showed increased self-confidence and self-esteem as well as improved reading, oral and written proficiency. In addition, special education referrals were reduced. The model defined a school-based assessment system plus instructional approaches that emphasized higher-order thinking skills as a step toward mastery of basic skills (Ortiz et al., 1991, **39.8, 39.9**). The other two models, the Community Knowledge and Classroom Practices Model (Moll, 1990, **114** and **115**) and Partners for Valued Youth (Robeldo, 1990, **110;111**) also reported affective outcomes.

4. Characteristics of Effective Instruction

A fourth question asked by the studies on instructional services for LEP students was: What are the specific features of an effective instructional program? Several studies (Tikunoff, 1985, **6**; Alexander et al., 1985, **25.0**; Rudes and Willette, 1989, **35.1**; Rudes et al., 1990, **35.1**; Tikunoff et al., 1991, **46.2**; Rivera and Zehler, 1990, **39.7**) have defined the attributes of effective programs for language minority and LEP students, and offer information on effective practices in LEP classrooms. Several themes in the findings on characteristics of effective instructional practice are discussed below.

Effective Instruction Facilitates Student Comprehension and Participation. It is necessary for teachers to understand the kinds of discourse structure that facilitate the participation of LEP students. Mainstream teachers, in particular, are faced with the challenge of integrating LEP students into the classroom interaction, especially the verbal exchanges that take place during instruction. Thus, teacher strategies for helping LEP students to understand and participate in the classroom have been identified in the research.

For example, Tikunoff (1985, **6**) described "significant features" of bilingual instruction that were linked with student progress. In particular, these were focused on the behaviors of the teacher that would assist students in understanding and facilitate their learning. These were behaviors such as communicating clearly, obtaining and maintaining student engagement, monitoring progress and providing immediate feedback. Other features identified by Tikunoff were mediation of instruction through use of the native language; integration of English language development with academic skills development; use of the students' home culture in instruction; communication of high expectations to the student; and organization and delivery of instruction that is consistent with instructional goals.

The "Academic Language Talk" study (Simich-Dudgeon, 1988-89, **28.0**) also focused on teacher interaction with the student. In this study, the central focus was on the verbal communication between teacher and student. The three-year study identified significant features in the responses of third and sixth grade students who were rated successful communicators and translated these findings into teacher strategies designed to promote language and cognitive development. The teacher handbook developed through this study reports that a structured, predictable classroom routine assists not only the LEP student, but all children in knowing what to expect during instruction. Both teacher-directed and individual and small group activities contributed to successful learning environments for LEP students.

Effective Programs Make Appropriate Use of the Student's Native Language. The use of the native language where possible has been indicated as an effective tool for assisting LEP students in the classroom. Chamot (1985, **8**) recommended the use of native language support to improve the effectiveness of ESL programs. Tikunoff (1985, **6**) also identified use of the native language for instruction as an attribute of effective instruction. The use of the native language for instruction, rather than delaying a student's progress in English, appears to assist in English language development and academic development.

Positive transfer effects of native language instruction on English reading proficiency were suggested by results from the Teaching Reading to Bilingual Children Study (Mace-Matluck et al., 1984, **13.4**). The English language skills of students in bilingual programs increased more rapidly than their Spanish language skills. In the analysis of the data from the National Longitudinal Study (Burkheimer, 1989, **34.1;34.2**) results indicated that students who initially had low levels of oral English proficiency benefitted from the use of their native language for English (and native) language arts instruction. Some support was also provided by the Ramirez et al. (1991, **38.4**) comparison of three instructional approaches: structured English immersion (which use English almost exclusively as a language of instruction); and early and late-exit transitional bilingual education programs (which use the students' native language). Ramirez et al. noted that significant amounts of primary language instruction (at least

40 percent) can be provided to LEP students without impeding their acquisition of English language and reading skills. In fact, LEP students who were provided with substantial instruction in their native language continued to increase their achievement in content areas such as mathematics, while students who were quickly transitioned into English-only classes tended to progress at rates that were slower than the norming population.

However, in determining how and when to include native language instruction, the background and needs of the student and the existing resources must be considered. For example, the results from the 1984-1987 analysis of the data from the National Longitudinal Study (Burkheimer, 1989, **34.2**) suggest that different approaches are more appropriate depending on student characteristics, such as level of oral proficiency or achievement. Data collected from selected schools and districts indicated that students who received instruction specifically geared to their skill level showed greater achievement in math and language arts.

In practice, English language development is the focus of most instructional services. O'Malley (**1982, 6.0**) concluded that the aim of federal and state support has not been to maintain the native language, but rather to increase English language proficiency. Both English-medium and bilingual classes included in the Children's English and Services Study provided relatively equal amounts of English language instruction. Nearly all (97%) of the Title VII projects interviewed by Cardenas et al. (1983, **10.2**) indicated that at least one objective was to increase English language skills. A smaller percentage (67%) stated that native language skills were a project goal. Similar findings were reported by Young et al. (1984, **21.1**) and Rudes et al. (1988, **30.1**).

Overall, the goal of English language development was reflected in the relatively large amounts of English language instruction provided to the students in these studies. In a study of 58 classrooms serving English proficient and limited English proficient students from six ethnolinguistic groups, Fisher et al. (1981, **18.1**) found that English was used, on average, 60 percent of the time by students and instructional staff. Ramirez et al. (1991, **38.4, 38.2**), in a comparison of early and late-exit transitional bilingual education and structured English immersion programs, found that English was used substantially not only within immersion strategy classrooms (94.3%-98.6%), but also within the other two approaches. The level of English use varied in early-exit and late-exit transitional classrooms, ranging from less than 10% in kindergarten to 94% in one grade six class.

The predominance of a single native language group in a community often results in greater use of that language for instruction. The results of the National Longitudinal Study (Young et al., 1984, **21.1**; 1986, **21.2**) showed that Spanish language students received more instruction in their native language and were more likely to be using native language materials than other language students (67 percent of Spanish language students in grade 1 and 58 percent in grade 2). However, for other groups, there may be very little or no use of the native language or native language materials. For example, Rudes et al. (1988, **30.1**) showed that Native American first and third grade students received a relatively large amount of their instruction in English, with little native language or language arts instruction.

Several studies have also shown that students in lower grades are more likely to receive native language support. The results of the Children's English and Services Study (O'Malley, 1982, **6.0**) indicated that over one-half (54%) of LEP students in grades K through 3 received bilingual instruction compared with 17% of LEP students in grades 7-9. A descriptive study of instructional services conducted in the Pacific Islands during 1983-1984 demonstrated that teachers commonly use the vernacular (i.e., native language) for instruction through grade 5, with English given a greater emphasis in upper grades (Freese and Woltag, 1984, **15.0**). Other authors (Cardenas et al., 1983, **10.2**; Young et al., 1984, **21.1**; 1986, **21.2**) also noted a tendency for native language use to decline in later grades.

Effective Programs Provide LEP Students with Adequate Content Area Instruction. In addition to providing LEP students with language instruction, programs must also provide LEP students access to the content area curriculum. The emphasis on oral English proficiency typical of most special services for LEP students may mean that these students do not receive the same amount of academic instruction as the mainstream students. LEP students may attend only self-contained classes that teach English language arts to the exclusion of other subject areas. Conversely, other programs emphasize English reading and writing skills, followed by oral skills, but neglect the content areas to some extent (Cardenas et al., 1983, **10.2**). One component of the Significant Bilingual Instructional Features Study (Fisher et al., 1981, **18.1**) was to describe the allocation of instructional time in successful instructional settings, including 58 classrooms at six national sites serving LEP students from six ethnolinguistic backgrounds. Across the sites there was a strong emphasis on reading and language arts with instruction in these subjects accounting for over one-half of the typical school day.

In addition to the question of whether LEP students receive an equivalent amount of instruction in the content area is the issue of the level of instruction provided in the content area instruction that is received, and the level of student achievement in the content areas. Cardenas et al. (1983, **10.2**) describing classroom instructional characteristics of a representative sample of projects funded under ESEA Title VII Bilingual Education programs, reported that although LEP students at lower grade levels were usually at age-appropriate levels, LEP students at higher grade levels (i.e., fifth and sixth) were receiving instruction two or more grade levels below that of their peers. Similarly, a longitudinal study (1978-1984) on the teaching of reading to bilingual students from low-income families in Texas (Mace-Matluck et al., 1984, **13.1-13.7**) found that the reading comprehension of low-income bilingual students, as measured by standardized tests (e.g., CTBS), was slightly below grade level upon entry into first grade and by the fourth grade, these students were one full grade level behind.

ESL and sheltered classes offer another means for providing content or academic classes, using simplified English and other LEP strategies; however, the level of content coverage provided and the relation of these to the regular classroom content is still an issue. None of the studies included in this review focused on this issue of the coordination between the curriculum for LEP students and the mainstream curriculum in terms of content coverage and level of content instruction.

Effective Instruction Utilizes the Students' Home and Community Background. The degree to which the cultural heritage of the students is incorporated into the classroom instruction has also been associated with student achievement (Mace-Matluck et al., 1984, **13.4**; Rivera and Zehler, 1990, **39.7**). For example, in a survey of Title IV, Part A programs serving Native American students, cultural instruction or activities components were found to contribute to increased knowledge of, and pride in, Native American culture and heritage, as well as increased skill in native culture creative arts and crafts (Reimer et al., 1983, **9.2**). This same study found that nearly one-half of the teachers who participated in the cultural activities component of Part A programs during 1981-82 revised their curricula to better reflect Indian history and cultural heritage.

Since language is an important aspect of the home and community background of LEP students, there is a link between the use of the home language in the school and parent participation. Parent participation in school activities and goals has been widely acknowledged in recent years as a factor that promotes student success. Young et al., (1984, **21.1**; 1986, **21.2**), in reporting on findings of the descriptive phase of the National Longitudinal Study, found that the participation of language minority parents in school activities increased when they were part of the predominant language group. Schools where Spanish was the primary language were more likely to have parental involvement than schools where other languages dominated. Evidence from late-exit programs also suggests that using the home language for instruction facilitates parent participation (Ramirez et al., 1991, **38.4; 38.2**). Moll et al., (1990, **39.5, 39.6**) provide a model for incorporating the "funds of knowledge" that exist within students' homes and communities as a means of increasing the relevance of what is taught to knowledge students bring into the classroom. This approach promotes more active student engagement and increases student learning by building from strengths and resources that exist within the students' experience and backgrounds.

Effective Programs Give Students Adequate Time in Special Services. Ramirez et al. (1991, **38.4**) found that structured immersion programs and early-exit bilingual programs both tended to keep LEP students in their respective programs for at least five years, despite the philosophy of these programs to mainstream students as soon as possible. This suggests that LEP students may need, on the average, at least five years of special services. In order to fully participate in academic instruction in English, students must develop "cognitive-academic" proficiency (Cummins, 1980) in English; this requires more time in special services, depending on the student's initial level of English and pace of acquisition. If a student is placed in regular instruction in English before his/her English language skills fully support this, then the student will be at a disadvantage in developing academic skills.

Effective Instruction Creates an Active Learning Environment. In the longitudinal study comparing the effects of structured immersion, early-exit bilingual and late-exit bilingual programs, Ramirez et al. (1991, **38.2; 38.3; 38.4**) noted that, across the three program types, there was a tendency for LEP students to be in a passive language learning environment, which limited the students' opportunities to develop complex language and thinking skills. Although teachers were encouraging and positive in their dealings with students, activities tended to be teacher-directed, with little opportunity for students to use language creatively. Student speech generally consisted of recall of specific information in response to low-level questions posed by the teachers. Opportunities for meaningful expression of ideas and substantive interaction in the language were generally not observed. Similarly, Fisher et al. (1981, **18.1**) found that in the majority of the 58 classrooms under study, the students worked independently 90% of the day.

In contrast, program models demonstrated within the Innovative Approaches Research Project (Rivera and Zehler, 1990, **39.7**) showed that students could become involved in more complex discourse; for example, they could learn to think and talk about science as scientists do (Warren et al., 1990, **39.3**). In the process they learned language, scientific discourse, and scientific reasoning and concepts. As a different type of example, the Partners for Valued Youth model (Robledo et al., 1990, **39.1, 39.2**) placed minority students who were considered at-risk for dropping out in the role of tutors to younger students. Through this active involvement in the instruction of others, the tutors gained in self-esteem, showed lower drop-out rates, higher attendance rates, increased achievement, and developed new goals that included further education. The findings of the IARP models suggested that effective models for LEP students reach out beyond the classroom and involve others in the school, as well as involving greater linkages and cooperation among teachers working directly with the LEP students.

Means and Knapp (1991, **30**) edited a volume of six papers that outline successful models in teaching advanced reading, writing, and mathematics skills to students at risk of school failure. Although not focused on language minority LEP students, the discussion of the models include several references to linguistically and culturally diverse students and their needs, and the models are appropriate ones to consider for LEP students. The underlying principle of each model was to incorporate the prior knowledge, skills, and abilities of each students into the overall school curriculum by focussing on complex, meaningful problems, embedding basic skills instruction into the context of global tasks, and making connections with the students' out-of-school experiences and culture. One of the recommended strategies for teachers was to explicitly and repeatedly model the intellectual processes they are trying to instill in their students, such as the division of complex tasks into smaller parts and the use of multiple approaches to problem solving.

5. Constraints on Implementation of Effective Practices

An important issue in instruction of LEP students is why, having identified so many ideas about effective instruction, these are not implemented more often. What are the constraints that limit implementation? One study addresses this question (Chamot and Stewner-Manzanares, 1985, 20.0). The authors suggest that new approaches are not assimilated because they do not meet the needs of either students or teachers. For example, mixed language classes generally preclude the use of the native language. The culture of the students may prevent them from accepting new, less formal, practices as "real" learning. Teachers, too, may want greater structure and more control.

As Rueda and Garcia (1992, **56.0**) point out, the beliefs of those who are expected to implement new approaches are critical to successful implementation. If teachers believe in a need for greater control in the classroom, then the use of student-inquiry approaches will not be implemented successfully. Based on this argument, the beliefs of students -- and even parents -- about the appropriate structure of class activities and the roles of students and teachers will have implications for how successfully new models can be put into place. Recognizing the importance of beliefs and attitudes and discovering ways in which conflicts between new approaches and existing belief systems can be resolved will be important to successful implementation and maintenance of a new model.

Birman and Ginsburg (1981, **5.0**) identify other constraints. They point out that there are limitations to what a school district can reasonably provide to the students under their care. Although the philosophical underpinnings of an instructional approach provide the initial basis for program development, the services provided may be more a matter of resources than philosophy. For example, Chamot and Stewner-Manzanares (1985, **20.0**) suggested that bilingual programs are frequently chosen for districts with linguistically homogeneous students while ESL programs may better suit less homogeneous populations. Where language diversity is high and qualified staff are limited, bilingual instruction may not be a viable option. The Cardenas study (1983, **10.1**) had comparable conclusions.

Similarly, Carpenter-Huffman and Samulon (1981, **2.0**), from information collected through structured interviews at six Local Education Agencies in the Western U.S., found that bilingual instruction was only offered at the secondary level when staff were available and willing to teach such a class. The availability of funds was an additional factor in the provision of bilingual services. Small, rural districts were more constrained by funding.

Chamot and Stewner-Manzanares (1985, **20**) also point out that at times an instructional approach is used because resources are available for the teacher. For example, the audiolingual methodology is sometimes used because it is supported by extensive instructional materials and requires little time and effort on the part of teachers, although research suggests more active instructional activities would be more effective.

6. Materials Development

The instructional materials used in the instruction of LEP students have important implications for the coherence of instruction, providing an explicit link to the mainstream curriculum. The transition between special programs and the mainstream curriculum may be facilitated by the use of coordinated materials.

A synthesis of literature on ESL and analysis of educational policy issues by Chamot and Stewner-Manzanares (1985, **20.0**) discussed what instructional materials are appropriate with various ESL approaches. The authors noted that, while current materials incorporate some newer ideas, they tend to retain audiolingual methods or communicative approaches are used without clear evidence of how the social communicative skills will assist in development of academic proficiency.

Many of the available materials for use with LEP students have not been specifically developed for U.S. school-aged LEP populations; thus, few meet the cognitive or academic needs of these students. Frequently, commercially-produced materials are eschewed in favor of materials developed by individual teachers (Elford and Woodford, 1982, **8.0**; Freese and Woltag, 1984, **15.0**; Chamot and Stewner-Manzanares, 1985, **20.0**; Atlantic Resources, 1992, **50.0**). The eclectic mixture that results substantially influences the services provided.

Lack of knowledge of the mainstream cultural experiences inhibits students with limited English proficiency from obtaining adequate benefit from mainstream materials. Materials that would best meet the needs of U.S. LEP students would consider several factors, including linguistic and cultural characteristics, as well as academic and personal needs (Chamot and Stewner-Manzanares, 1985, **20.0**). Consequently, in many classrooms, the cultural aspect is incorporated imperfectly or not at all.

Young et al. (1986, **21.2**) in the National Longitudinal Study found that for about three-fourths of the students at grade 1 and about 90 percent at grade 3, teachers used materials that were either the same as those used by English proficient students or native language versions. Rudes et al. (1988, **30.1**), reporting specifically on Native American LEP students, stated that only about 11 percent of the teachers of first graders and 17 percent of third-grade teachers used Indian language materials in their classrooms.

Teachers have indicated that no differences existed between limited English proficient and non-limited English proficient students in their use of instructional equipment (Carpenter-Huffman and Samulon, 1981, **2.0**). Nevertheless, a study of the use of new technologies within a sample of nine bilingual programs funded by the Department of Education (Comsis, 1984, **16.0**) found that video and computer technology can have a significant positive effect on limited English proficient students. Television and video can enhance the resources available to geographically dispersed students. Computers allow students with different learning strategies to learn at their own pace. Some of the problems associated with the new technologies included the potentially high cost, a lack of qualified staff, and the frequent failure to emphasize effective planning and evaluation of how such technologies best support instructional objectives. Programs based on student need, rather than on the availability of funds or other external impetuses, have the best chance for success. Innovative technologies will also have a better chance if there is support from the administrative and teaching staff, parents, and students.

Finally, although more recent research emphasizes the importance of "active learning environments" for students and the use of inquiry-based instructional approaches, there is no research that addresses the implications of this approach for materials use and types of resources needed for their implementation. However, providing guidance to teachers and students in the types of resources to use, in the ways in which to identify local resources, and how to organize and utilize locally developed resources, will be very important if this approach is to become successfully implemented.

C. Findings Specific to Asian/Pacific American Students

Three studies had findings specific to the instruction of APA students. A study conducted in the Pacific Islands during 1983-1984 showed that the unique economic, geographic, linguistic and political features of the United States Pacific islands are reflected in the diversity of educational policies. Substantial variation exists among Island schools in the amount of overall instruction offered, the types of materials and resources available and other features. Although the numerous language groups preclude extensive use of a bilingual approach, teachers typically use the native language for instruction in the elementary grades. Scarce resources influenced the services available. Commercially developed materials were so frequently out-of-date and inappropriate to the level of the students that teachers had to create their own locally produced materials (Freese and Woltag, 1984, **15.0**).

Young et al. (1986, **21.2**) found that Chinese language students in first and third grades received more regular instruction in English, but less special English instruction than Spanish language speakers. They also received less academic instruction, in general, than other language speakers and their teachers were less likely to have taken college course related to language minority LEP students. The home backgrounds of Chinese language students also varied. They were less likely to use English in the home and to discuss school events with their parents. The Descriptive Phase report of the same study (1984, **21.1**) reported a relationship between language groups and instructional service type.

D. Summary

The instructional findings reviewed represent a considerable range in terms of the nature and scope of studies, and their objectives. The large national studies were conducted to examine the range of services provided to students and to compare the effectiveness of services provided. The National Longitudinal Evaluation of Services for Limited English Proficient Students provided a rich database about the instructional services being provided, the staff providing these services, and the students served. The Immersion Study provided comparative data in their examination of three types of programs that, overall, showed that students could progress in all three programs, with some differences in achievement suggested for longer programs of special services that incorporate use of the native language.

The outcomes of different types of instructional services program services were the focus of several studies, with outcomes defined in terms of academic achievement and increase in English language skills. In several studies, the use of the students' native language for instruction was associated with positive outcomes in academic areas and in English language skills as well. However, outcomes of programs were not only in the area of academic achievement. Other outcomes were also found. For example, some studies noted that the level of parental involvement and individual self-esteem were affected by implementation of a particular program.

At least six studies advocated innovative approaches with the emphasis on cooperative, student-centered learning and the acquisition of higher-order thinking skills. Nevertheless, despite a potentially strong connection between innovative practices and innovative materials, discussion of materials and resource development was generally not found.

Only two studies reported on LEP instruction in private schools. The Choy et al. summary of survey results (1992, **54.0**) indicated that only a small percentage of private schools provide services to LEP students. Elford and Woodford, 1982, **8.0**) suggested that private schools compared to public schools have not shown any greater trend toward use of innovative or effective practices, despite their lack of constraints in use of instructional approaches and materials. Taken together, these findings suggest the need for further research into the number LEP students who attend nonpublic schools, the services they receive and the effects of those services.

Few studies focussed on secondary LEP students. Yet, these students may require instruction completely different from that provided to the elementary-level LEP student. For instance, some populations of secondary-level LEP students (i.e., those who are illiterate or semi-literate in their own language), require substantial transition before they are mainstreamed. At the secondary level, they have fewer years to catch up to their non-LEP peers. In some districts, newcomer centers or self-contained classes address the needs of recent immigrants who are below grade level. One possible area of further research is to describe the characteristics and demonstrate the effectiveness of these centers and special classes for secondary-level LEP students.

In addition, recent findings suggest that the percentage of language minority LEP students served by any of these special programs tends to decline in the upper grades (Puma, 1993, 58.2). The reasons for this decline are not clear. It may be due to a lack of resources at this level, a belief that students at this level are sufficiently proficient and therefore do not require special instruction, or other factor. The extent to which the needs and services of language minority LEP students in middle and high schools differ from those of the elementary school is an important research issue.

For many LEP students, instruction takes place not only in an ESL or bilingual education classroom, but also within regular classroom settings. None of the studies included in this review focused on the type of instruction received by LEP students within regular classrooms, with the exception of the National Longitudinal Study which did obtain information from all teachers who had LEP students in their classes. Still we do not know much about strategies of mainstream teachers who instruct LEP students, or about their belief systems with regard to instruction of LEP students. The research here suggests that this will be important to examine.

VI. ADMINISTRATIVE FINDINGS

A. Overview

This chapter reports administrative findings related to special services for LEP students. Many of the findings reported have been developed through studies focused specifically on administrative components of services, while other findings have been obtained within studies that have a broader focus. The chapter reviews findings on issues such as funding for LEP services, the administrative structure of services, entry/exit assessment procedures, and reporting requirements and program evaluation.

B. Review of Findings

The administration of special services for LEP students involves federal, state, and local education personnel in ensuring the development, implementation, operation, and evaluation of the services and programs. The administrative characteristics of a program, e.g., funding, administrative structure, etc., affect the nature of the services that are provided.

1. Funding for LEP Services

Title VII funds have provided financial resources for developing and implementing special services for language minority, limited English proficient students for 25 years. In addition to Title VII funds, other federal, state, and local resources have assisted in the development of services for LEP students. Several of the federally funded studies provided for this review investigated program financing, including the following issues: the amount of money provided, required, and actually used for services; and the differences that exist regarding costs for various program models, students, or geographic locations. Funds have been used to meet many program expenses, including administration, staff, and supplies. A number of federally-, state-, and locally funded programs provide resources for both instructional and non-instructional activities (e.g. counseling, career education, health, drug abuse education, nutrition, transportation) for LEP students (Zehler, 1991, **43.0**).

Federal Sources of Funding. Federal funds are an important source of support for services to LEP students. Carpenter-Huffman and Samulon (1981, **2.0**), in a study focused on the added cost of instructional personnel found that services for LEP students were frequently funded by Title VII, Title I-Migrant, and Title XIII-C (Indochinese). Federal programs administered by OBEMLA and funded through Title VII Part A Programs focus on instructional services for LEP students. These include Transitional Bilingual Education, Developmental Bilingual Education, Special Alternative Instructional Programs, Special Populations Programs, Family English Literacy Programs, and Academic Excellence Programs. Training for teachers of LEP students is provided through programs funded through Title VII Part C Programs.

LEP students are also served through programs that are supported by federal funds to Local Educational Agencies (LEAs) and State Educational Agencies (SEAs) for services for disadvantaged students, such as Chapter 1 Compensatory Education Programs and Chapter 1 Migrant Education Programs. Funds for educational and related services for Native American students (many of whom are LEP) are provided directly to LEAs, SEAs, and other organizations/institutions. LEP students are also served by funds authorized through the Individuals with Disabilities Education Act and by Project Head Start (Zehler, 1991, **43.0**).

In some cases, federal funds are the primary source of support for the provision of special services for LEP students. In all cases, however, a primary concern regardless of source of funding involves the number of students. Rudes et al. (1988, **30.1**) noted that the number of students eligible for, in need of, or receiving services may affect funding. Findings indicated that the average amount spent per student decreased as the number of students served increased. Freese and Woltag (1984, **15.0**) reached similar conclusions from data gathered through interviews and document analysis in a study of instructional services for LEP students focused on the U.S. Pacific Islands.

The Federal sources of funding for LEP instructional services were reportedly utilized more by public schools than by private schools. Elford and Woodford (1982, **8.0**) looked at federal funding in general at nonpublic schools and examined innovative bilingual education practices. They found that bilingual education services of the type offered in most public schools are not available in most private schools. Nonpublic schools have limited involvement with Title VII, and most of their aid is from (old) Title I and Title IV (library) sources. Usually, bilingual education programs are a feature of specialized schools rather than typical of all full-time private schools and are administered in conjunction with local school districts.

In the Elford and Woodford study, it was reported that some private school educators noted that they are reluctant to depend on government assistance to support activities such as bilingual education, in case it is withdrawn. In addition, administrators and parents were uncertain about the effectiveness of bilingual education programs for English language learning.

State and Local Sources of Funding. Many states also provide special funds for bilingual education programs apart from federal sources (Zehler, 1991, **43.0**). In a study carried out on capacity-building efforts in Title VII, Kim and Lucas (1991, **47.1**) reported that approximately 40 percent of states provided funds that were specifically designated for instructional services for LEP students.

In the reports reviewed for the period 1980-1993, findings indicate that state and local funding provided a greater percentage of funds than federal funds. In addition, the median percentage of state funding increased much more than federal funding, which actually decreased. Kim and Lucas (1991, **47.1**) reported on the amount of funds expended at the district and federal level. Findings showed that the median percentage of district funds of the total expenditures for LEP instructional programs increased from 51% in 1985-86 to 64% in 1990-91. The median percentage of Title VII funds decreased from 10% in 1985-86 to 6% in 1990-91.

Studies of funding within Chapter 1 are also relevant to LEP students since many LEP students are eligible for compensatory education (although not all districts provide Chapter 1 to students identified as LEP). Sinclair and Gutmann (1991, **42.0**) reported that funding increased 11 percent from over $3.4 billion in 1987-88 to a 1988-89 total of $3.8 billion. Allocations ranged from $4.9 million in Wyoming to almost $400 million in New York, reflecting overall increased allocations from 1987-88 to 1988-89. The average allocation per Chapter 1 participant increased by nine percent from $696 per participant in 1987-88 to $756 per participant in 1988-89. Individual allocations, however, differed substantially, ranging from $419 in California to $1,673 in the Bureau of Indian Affairs. States which had high Chapter 1 allocations per participant also indicated high per pupil expenditures. Twenty-four states reported receiving concentration grants, or funds designed to augment basic grants in LEAs with very high concentrations of children from low income families (Sinclair & Gutmann, 1991, **42.0**).

Tikunoff et al. (1991, **46.2**), in a recent examination of the funding histories of nine sites selected as case studies for the Descriptive Study of Significant Features of Exemplary Special Alternative Instructional Programs, found a mix of funding sources. Five projects were being partially funded by Title VII at the time of the study. Eight projects were being supported by state and local funding, and one project was funded by special state funding. Two projects received federal funding other than Title VII, and two projects were being collaboratively funded by two or more agencies or sources. For example, one project was funded by a community college and local school district, while the other project received funding from a variety of sources (Title VII, Chapter 1, district funds, competitive awards to teachers).

2. Use of Funds

Federal, state, and local funds directed toward special services for LEP students may be used for a variety of program components, excluding portions of funds or entire grants which carry specific restrictions.

Instruction. Findings from the federally funded studies indicated that funds most often supported instructional services. Carpenter-Huffman and Samulon (1981, **2.0**), in discussing the delivery and cost of bilingual education, examined the uses of funds. Funds from categorical programs were used for payment for additional teachers, paraprofessionals, staff development, materials and equipment, parent involvement, administration, and support functions (i.e., evaluation and administration). Teachers in self-contained classrooms were not paid from categorical funds since they do not provide supplemental services to LEPs, i.e., services which are in addition to the LEP students' regular schedule.

Among the studies reviewed, the more recent ones showed the same patterns in the use of funding from categorical programs as was found in the Carpenter-Huffman and Samulon (1981) study. Funds were utilized primarily for instructional services. Kim and Lucas (1991, **47.1**), in a study on capacity-building among Title VII programs, identified patterns in the usage of Title VII funds. In starting or expanding programs, Title VII funds were most often used for staff training and inservice and parent training. Other uses of funds included collection/purchase of LEP instructional materials, assessment and placement of LEP students, classroom aides/tutors, support of project director/coordinator positions, resource staff, inservice programs for staff, and parent training. In addition, 90 percent of the projects used Title VII funds for developing community/parent support through activities such as parent conferences, home visits, and presentations at meetings or conferences. Fifty percent of the projects published articles, brochures, or newsletters.

The Year One Report of the Instructional Services for Native American Students with Limited English Proficiency (Rudes et al., 1988, **30.1**) also noted that instructional services were the most frequently funded special service. For the Native American elementary LEP students in the 56 Title VII-funded projects, the most frequent service provided through Title VII funds was bilingual aides or classroom translators (51%). The next most frequent service (47%) was the development or acquisition of materials pertaining to instruction in the local Native American language and in English. Other services provided to the Native American students included community and parent development (32%), cultural heritage instruction (27%), staff development (25%), computer assisted instruction (25%), tutorials in content subjects (13%), home/school liaison (11%), ESL aides (7%), Native American language arts teachers (5%), English language arts teachers (2%), ESL instruction for parents (2%), and language laboratories (2%).

Training. The preceding discussion has focused on the use of funds within programs that support instructional services, i.e., Title VII Part A programs. However, the question of the use of funds is also relevant to programs that prepare instructional and administrative staff for working with LEP students, such as the Title VII Part C programs. Only one of the studies included in this review, An Evaluation of Educational Personnel Training Programs (Riccobono et al., 1992, **51.0**), included data on the use of funds within training programs. Findings based on data from all Bilingual Education Personnel Training Programs receiving Title VII funds in 1990-91 indicated that an average of 65% of grant funds were spent on participant aid, including stipends, books, travel expenses, and tuition and fees. An additional 25% was spent on administrator, staff, and faculty salaries and benefits. Also, on average, 10% of funds were used to cover costs such as for program evaluation, materials and supplies, equipment, travel, and overhead. Participants in the program included both preservice and inservice teachers.

Capacity-Building. Title VII funds are also used for assisting local education agencies in developing an improved capacity for serving limited English proficient students. Capacity-building refers to those activities which programs undertake to generate funding sources and to sustain LEP services without Title VII funding, or to provide staff training and development opportunities or purchase materials. Four studies specifically addressed capacity-building efforts. These studies reported findings on factors related to successful capacity-building and findings on the sources and uses of outside funding for continuing projects.

The Alternative Inservice Staff Development Approaches (AISDA) study (Arawak, 1986, **22.3**) focused on the training of staff serving minority language LEP students within LEAs that received Title VII funds. The study revealed that Title VII funds play a major role in building districts' capacity to serve minority language/LEP students and that inservice training was an essential factor in developing local capacity. It was recommended that OBEMLA encourage capacity building through inservice training by requiring applicants to commit funds or in-kind matching contributions for staff development. A second study (Cardenas et al., 1983, **132**) noted only partial success in terms of institutionalization of the bilingual education programs supported through Title VII.

The National Survey of Title VII Bilingual Education Capacity Building Efforts (Kim & Lucas, 1991, **47.1**) surveyed Title VII project directors, school district superintendents, principals, and SEA directors of bilingual education programs to determine the capacity building impact of Title VII grants. The conditions most frequently mentioned by all groups as contributing to the success of capacity building efforts were commitment and support by the school board and/or the superintendent, and staff development and training. Approximately 53 percent of the projects provided between one and 40 hours of training to their Title VII staff. Forty-three percent provided more than 40 hours of staff training. The condition most frequently mentioned as hindering capacity building was inadequate funds or lack of resources, as well as the lack of qualified staff and teacher/staff turnover.

The three types of services that were most often continued with district funds after Title VII grant funds were no longer received were the collection/purchase of LEP instructional materials (68%), assessment and placement of LEP students (64%), and services of classroom aides or tutors (62%). Project director or coordinator positions, resource staff, inservice programs for staff, and parent training were most often dropped when Title VII funding stopped. Staff hired with Title VII funds included administrators (80%), resource teachers (90%), aides (90%), and community liaisons (43%). The retention rates of these staff with district funds was highest for aides (76%) and lowest for community liaisons (55%). About 70% of the projects began the process of developing and purchasing instructional materials for their LEP students with Title VII funds (Kim and Lucas, 1991, **47.1**).

3. Costs of Services

The studies reviewed show that it is difficult to calculate the costs of special services to LEP students. The special services reflect a diversity of programs suited to meet students' needs, and the costs associated with these programs may be equally diverse. The range and variety of factors utilized in deriving the costs add to the difficulty of such calculations. No formula is consistently applied for determining the costs of services to LEP students.

Calculating Costs. Carpenter-Huffman and Samulon (1981, **2.0**) noted that, in the past, the procedure for measuring the added cost of bilingual programs was the cost of the added resources divided by the numbers of LEP students. However, they indicate that this measure does not adequately estimate the cost of services beyond the cost of educating the students without these services. They point out that the added cost is strongly related to procedures for service delivery, and that delivery procedures depend on local education agency policy, the numbers of LEP students, their primary languages, the availability of staff, and enrollment trends. They suggest there is a need for more information and research resources to establish the cost of bilingual programs nationwide.

Per Pupil Costs. In their study, Carpenter-Huffman and Samulon found that the cost of instruction in bilingual programs added from $100 to $500 to the per pupil cost. This cost included teacher salary, mode of instruction, and other staff and aides. (However, the study was not based on a nationally representative sample of the nation's bilingual programs and bonafide baseline data did not exist). Generally, pull-out classes were found to cost more than self-contained classrooms. The greatest costs overall were consumed by staff development and program administration while identification and assessment of LEP students and parental involvement activities added fewer costs.

Costs of services have also been discussed in terms of per pupil costs for implementing specific programs. Ten programs serving migrant students, many of whom are LEP, were among the 130 Chapter 1 programs nominated by SEAs as deserving special recognition for being highly successful in meeting the needs of disadvantaged students. Most of the ten programs serving migrant students reported per pupil costs from $500 to $999; one program reported costs of under $499 per pupil, and another program reported spending over $1000 per pupil. The tenth program did not report per pupil cost (Alexander et al., 1987, **25.0**).

Staff Development Costs. One element of LEP student services refers to the personnel serving the students and the opportunities they have for training and development. The types and number of opportunities, of course, depend on the cost of providing such opportunities. The Alternative Inservices Staff Development Approaches study (Arawak, 1986, **22.3**) also concluded that funding and administrative decisions regarding staffing patterns constrained the inservice approach followed by LEAs. Providing on-staff personnel whose major responsibility is inservice training was found to be more costly than a workshop series delivered by consultants. The cost of a training package was found to be variable, depending on the number of topics treated and the depth of the training. Based on these findings, it was recommended that OBEMLA consider requiring first and second year applicants to allocate a specified minimum of their total grant requests to inservice staff development activities. It was further recommended that for the first two years of the project applicants be asked to commit specific in-kind matching contributions for staff development.

Overall, a variety of sources are used for funding special services for LEP students, including federal, state, and local sources. Use of funds may also be tied to the source of funding, i.e., Title VII grants for specific programs. Generally, funds are used to provide instructional services. The cost of services also varies; however, it is difficult to calculate costs of services given the diversity of funding sources and in use of funds.

4. Administrative Structure of Services for LEP Students

In this section, findings related to administrative structure at the state, local, and school level are discussed. Administrative structure refers to the linkages among persons who manage and make policy decisions and who organize instructional programs for LEP students. The administrative structure also includes linkages between regular school services and special services for LEP students. Administrative structure at the SEA, LEA, and school levels can affect the nature and quality of special services for LEP students.

The coordination, collaboration, and communication among administrative units influences the overall effectiveness of the delivery of special services. Recent studies focus on the importance of an integrated structural system for LEP services. By integration, these studies generally refer to coordination of bilingual/ESL program administrators and instructors with the mainstream staff; communication throughout the entire school, district, community, or state; and coordination of LEP services with mainstream services.

SEA-Level Administrative Structure. Linkages among different service providers/administrators at the state level can be an important component in defining effectiveness of instructional services. State education agencies (SEAs) are most often the liaison between federal and local administrative personnel.

The Descriptive Analysis of Title VII-Funded State Education Agency Activities, Volume II: (Nava et al., 1984, 14.0) described and analyzed SEA policies and activities (including state legislation as it related to federal legislation that addressed language minority LEP students), and the SEA-level management structures implemented as a result of Title VII grants. The study included a review of relevant literature, a review of SEA grant applications, and case-study site visits to nine SEAs. In the study, it was reported that most SEAs perceive their most effective activities to be the provision and coordination of technical assistance and services such as training workshops, assistance in preparing grant applications, conferences, and curriculum materials and publications. Several of the SEAs included successful passage of statewide LEP service mandates and teacher certification requirements in their achievements. Other SEAs mentioned that the need still exists for creating stronger certification requirements and for institutionalizing bilingual education by state mandate.

The SEAs also had a number of areas of concern. Most SEAs expressed the need to build awareness of LEP students' needs at both the state and local levels. They also mentioned the need to collaborate with other services and state offices and to integrate their activities with those of other state programs (Nava et al., 1984, **14.0**). In fact, Strang and Carlson (1991, **40.0**) found that overall coordination of Chapter 1 and language programs for LEP students is lacking at the state and local levels, resulting in many service delivery problems and inconsistencies. For example, in the case-study reports, Chapter 1 personnel were reportedly unaware of the data available on individual LEP students. The discovery of such problems lead to the recommendation that districts implement plans for coordination among special programs and for coordination between special programs and the regular education program, and that state offices assist districts in these efforts.

Nava et al. (1984, **14.0**) reported that the responsibilities of SEAs to LEAs were not clearly defined. SEAs were concerned with their lack of authority to monitor Title VII LEA projects. Most SEAs said they wanted to be able to require LEAs to improve programs or implement programs in accordance with their Title VII applications, disapprove applications, and have Title VII funds distributed through SEAs. They felt that this would result in better programs. Nava et al. further pointed out that the relationship between the federal and state levels was also problematic. SEAs expressed dissatisfaction with the changes in the technical assistance service centers. Most SEAs mentioned a loss of flexibility resulting from the change from Bilingual Education Service Centers (BESCs) to Bilingual Education Multifunctional Service Centers (BEMSCs) and said that contractual constraints on the BEMSCs limited their ability to respond to LEA and SEA requests. Also, the SEAs would like to see an improvement in the level of communication with OBEMLA. They would like OBEMLA to disseminate more information about other Title VII programs and research findings, provide feedback on their annual application, provide feedback on their overall performance, and provide more direct contact with SEA personnel. Most SEAs also felt that the financial support they received needed to be increased and believed that since SEA grants were distributed on a formula basis, they should not be required to submit yearly applications (Nava et al., 1984, **14.0**).

The cooperation and coordination among administrative units are clearly essential for the effective organization and delivery of services. Conflicts within or between these entities potentially impact on the effective implementation of a program.

LEA-Level Administrative Structure. The local level of administration typically rests with the school district, the local education agency (LEA). In most cases, the LEA serves as the link between the SEA and the individual schools within the school district. Two studies supplied for the literature review refer to local levels of administration. In each case, the coordination of LEP services with other special services (e.g. Chapter 1, Migrant Education Program) is discussed. However, there is no mention in these studies of the coordination of LEP services with the regular, mainstream curriculum.

The ways in which schools coordinate Chapter 1 and ESL/bilingual services were recently studied by Strang and Carlson (1991, **40.0**). In examining procedures followed by local districts in serving LEP students in Chapter 1, they found that some districts implemented services sequentially and others simultaneously. The sequential approach stipulates that a LEP student must reach a certain level of English proficiency before being assessed for Chapter 1 service. Simultaneous services address the Chapter 1 needs of LEP students regardless of their level of English proficiency. In districts that used the sequential approach only some potentially eligible LEP students were served because, in some cases, the students' English skills were too low while in others their skills were too high to be eligible for instructional support once they reached the cut-off set for English fluency. In districts where simultaneous services were provided, LEP students eligible for Chapter 1 generally received the same services as English proficient students, but in their home language. It was also found that the ESL services totally or partially funded by Chapter 1 were not clearly supplemental to services funded by other sources. The investigators recommended that it be made clear to districts that Chapter 1 can provide English as a second language services, but that those services must clearly supplement the English as a second language services funded by other sources, rather than supplant them.

Strang and Carlson also examined the availability of language services for LEP students across grades and found that although these services were usually available in all grades, language and Chapter 1 services were often concentrated on students in the early primary grades. They recommended that local programs be coordinated so that students who exit LEP services and older recent immigrants with little formal schooling will be eligible for supplementary language and compensatory education assistance (Strang and Carlson, 1991, **40.0**).

School-Level Administrative Structure. The type of administrative system operating within a school system may affect the degree to which various staff determine, participate in, and support the types of services offered to LEP students. In addition, their relationship to the LEA and SEA may greatly impact on the provision of special services. Many of the reports included in this review reported on the organization and characteristics of successful, or effective, programs. A large number of the research reports are based on case studies, thus limiting the generalizability of findings. However, they present a rich and vivid portrait of what occurs in programs which are considered effective.

Tikunoff et al. (1991, **46.2**) studied the significant features of nine exemplary Special Alternative Instructional Programs (SAIPs). Within exemplary SAIPs, the leadership for planning, coordinating, and administering the program played a major role in the effectiveness of the SAIPs. It was further found that implementation of exemplary

SAIPs required reallocation of administrative resources. In some cases, entire schools or school districts made commitments to reallocate resources for SAIP implementation. Housing arrangments for LEP programs and services were rearranged and reflected a variety of ways of implementing the services. For example, schools with large populations maintained self-contained departments while several schools serving LEP students established district education centers. Educational experiences were also extended beyond school hours to include tutoring, internships, and visual/performing arts. In addition, external funds were identified to combine with district funds for program support.

Tikunoff et al. (1991, **46.3**) carried out case studies of a variety of programs in a study of Exemplary Special Alternative Instructional Programs. Many features distinguished these programs. Coordination with the mainstream program and with other special services included sharing resources and training mainstream teachers in strategies for integrating LEP students into their classes. Programs that exercised flexibility in the placement of LEP students, that targeted long term staff development, and that obtained teacher input in program design and implementation were also successful. Also in the exemplary SAIPs, instruction in the content areas and in English language learning were integrated, and overall, staff maintained high expectations of students.

The Effective Compensatory Education Sourcebook, Volume III: Project Profiles (Alexander et al., 1987, **25.0**) presented descriptions of 130 Chapter 1 programs selected for recognition in 1985-86 for being highly successful in meeting the special needs of disadvantaged students. Out of the 130 programs profiled, ten were migrant programs. Administrative or policy functions associated with successful programs reflected coordination with the regular school program and other special programs, parent/community involvement, and professional development.

Effective features of other federally funded programs were also reviewed. Rudes and Willette (1989, **35.1**) developed a handbook describing effective migrant education practices and noted that effective practices included communication across school and project administrators and adequate facilities. In summarizing the results of their case studies (1990, **35.2**), Rudes and Willette emphasized the importance of coordination of services between regular and summer programs, between the sending and receiving schools, and between the migrant program and other agencies serving migrants. They noted the need for thorough outreach and recruitment efforts, and pointed out that the effective practices are not unique but are shared with other compensatory programs.

Adequate staff development and training were also characteristics of effective programs. An investigation of effective inservice practices used by LEAs experienced in conducting Title VII programs (Arawak Consulting Corporation, 1986, **22.3**) identified three distinct approaches to planning inservice sessions: administrator centered (unilateral administrator decisions), advisory centered (administrator decisions with program staff members' advice), and collaborative (administrator and staff team effort to planning).

It therefore appears to be that the collaboration, coordination, and communication among staff and services play important roles in the effectiveness of the delivery of services to LEP students. What many studies fail to point out, though, is exactly how the effective programs, or program components, can be implemented. In other words, it is easy to learn "what" to do but much more difficult to learn "how" to implement such factors into the individual programs and other contexts.

Communication, collaboration, and coordination were evident in the four research and demonstration models implemented through the Innovative Approaches Research Project (IARP) (Rivera and Zehler, 1990, **39.7**). By fostering communication and collaboration among staff, programs, classrooms, and schools also created a restructuring of relationships among people and programs in the schools. This change, beyond the instructional implications of the models, led to significant modifications in the classroom and to a transformation in students' attitudes and performance.

School level variables which may have an impact on the academic achievement of language minority-LEP students were identified by the Year One Report of the National Longitudinal Evaluation for the Effectiveness of Services for Language Minority/LEP Students (Young et al., 1986, **21.2**). The principals' involvement in school affairs led to greater interactions with teachers and greater influence on instructional practices. Preliminary examination of variables as well as literature reviews suggested that the percentage of language minority-LEP students in the school's total enrollment, the language used outside the classroom, the extensiveness of principal's interactions with teachers, and the nature of exit criteria from special services may be the most significant variables.

5. Entry/Exit and Assessment Procedures

Students must be appropriately identified as limited English proficient for placement into LEP student services. Thus, there is a need for information on the most effective measurement approaches and techniques. The variety of definitions used for identifying LEP students, as noted in Chapter II, increases the importance of examining the language(s) in which language ability is measured and of exploring the means of assessing language proficiency. The use of diverse definitions affects the selection procedures that are employed by a state, district, or school for choosing which students receive special language-related services. Entry and exit criteria may also be interpreted differently by schools within a district or by districts within a state.

Focus of Assessment. In the assessment of language proficiency for placement or exit from special language-related services, the emphasis of the assessment may vary. For example, the measurement may focus on all language skills or focus specifically on one skill, such as speaking or reading proficiency. In addition, language skills in the native language and/or English may be assessed. Results of a 1978 educational needs assessment for language minority children with limited English proficiency (O'Malley, 1982, **6.0**) indicated that LEAs' assessment of language proficiency was generally restricted to skills in English. Another study reported similiar findings--language proficiency is usually restricted to oral English language skills with little emphasis on primary language skills (Carpenter-Huffman and Samulon, 1981, **2.0**). This is supported by O'Malley, (1982, **6.0**) who also reported that most schools did not assess the students' capabilities to perform in a non-English instructional medium.

O'Malley's study also compared the results of using LEA guidelines for identification of LEP students with the use of an English language proficiency test. He found that LEAs identified fewer LEP students among the total language minority population than were identified by the English proficiency assessment tool administered in the study. That is, schools designated as LEP only 24% of those identified by the language proficiency test used in the study. Although these data seem to suggest that the LEAs' identification criteria are less stringent than the criteria applied in O'Malley's study, O'Malley cautioned that the high percentage of non-response (42%) on the test administered in the study renders this conclusion tentative.

Warren et al. (1991, **39.3, 39.4**) described the alternative forms of assessment they used in their examination of student's growth in scientific understanding. For the student inquiry process involved in the Cheche Konnen model, standardized assessments would not have captured the growth in knowledge of the students. With new approaches to instruction, forms of assessment that are appropriate to the learning activities in the classroom must be used; the use of alternative assessment methods with language minority LEP students is an important area that requires further examination.

Methods of Assessment. Findings from the federally funded studies showed that states and districts employ a variety of methods for identifying LEP students. In addition, the focus of assessment influences the methods and techniques used for determining language proficiency and for placing students into the appropriate services. The most frequently used are tests to assess language proficiency and home language surveys. Additionally, subtests of standardized achievement tests, observations or interviews with students, and referrals/evaluations by teachers or other personnel are used to identify LEP students (Zehler, 1991, **43.0**). Kim and Lucas (1991, **47.1**) found that the most frequently used criteria for entry to the LEP programs included home language surveys (88%), oral English tests (84%), and parental permission (78%). The most frequently used exit criteria were English reading/writing tests (83%), oral English tests (69%), teacher judgement (68%), and parental permission (66%) (Kim and Lucas, 1991, **47.1**).

According to a synthesis of research on language proficiency assessment (Pelavin Associates, 1985, **19.0**), standardized measures were tests of language proficiency most commonly used in bilingual programs. These measures concentrate on assessing oral language ability and assessing structural components of language such as grammatical forms, syntactic structures, and vocabulary. Research also indicates that different tests identify different percentages of the same LEP populations, that some of the tests reversed the rank order of language proficiency classifications, and that language proficiency tests and achievement test scores were not highly correlated.

Broader definitions of language proficiency are reflected in instruments and procedures which go beyond the assessment of language structure to assess the ability to use language, as Pelavin et al. (1985, **17.1**) pointed out in their discussion of communicative competence. Communicative competence assessment procedures were found to measure a broader and more realistic range of students' academic language ability, yet further validation of these procedures should be conducted before they are adopted by school districts. In addition, the relationship between language proficiency and academic achievement must be investigated further.

A number of innovative approaches to selection/reclassification procedures have been identified, including the Student Placement System, the Teacher Observation System, an entry-exit checklist, language free measures, and time on task measures (Crespo, 1985, **17.2**) and home language surveys or English and native language proficiency tests (Rudes, 1988, **30.1**). To classify Native American students as LEP, students were administered achievement tests, English proficiency tests, primary language proficiency tests, home language surveys, or a combination thereof. Teacher evaluation was used by itself or in conjunction with tests. The majority of children (90%) were classified as LEP in kindergarten. Most of the schools (72%) which followed a formal evaluation process began the identification process with a home language survey, then the students were tested. In these schools, students identified as LEP were reassessed at least once a year. When tests were used, the types of tests and cut-off scores varied (Rudes, 1988, **30.1**).

Crespo (1985, **17.2**) reviewed literature and other data relevant to program entry and exit procedures, collecting information from 20 SEAs. Even though there may be considerable variation in interpretation and implementation across districts, federal laws (e.g., regulations for programs of instruction eligible for financial assistance), court rulings, and state regulations influenced selection processes. The selection processes for services usually involve identification through a native language or home language survey; assessment of English language proficiency using a standardized test measuring proficiency in speaking, listening, reading, and writing; placement in an appropriate bilingual or monolingual program; periodic review of English proficiency; and transfer out of a bilingual program based on proficiency scores and teacher judgement. Standardized language proficiency tests were used for entry/exit decisions with greater frequency than other measures, although several studies questioned the reliability and validity of such tests.

Chapter 1 Services Entry Criteria. A study of Chapter 1 services, as they relate to the LEP population and other special services for language minority LEP students, examined the procedures and criteria used to identify and select LEP students to be served by Chapter 1 (Strang and Carlson, 1991, **40.0**). Many school districts set English language prerequisites for eligibility in Chapter 1 basic skills, and English oral language proficiency tests were the most frequent measure used for selection of LEP students. Standardized achievement tests in English or Spanish were used in some districts to determine LEP eligibility. In these districts, teacher judgments were used for selection if primary language achievement tests were not available. Teachers also judged whether LEP students were capable of taking the English language achievement tests.

A comparison of selection procedures across districts indicated that program design decisions for Chapter 1 and for LEP services had the greatest effect on how LEP students were selected for Chapter 1 services. Chapter 1 selection procedures across schools within districts appeared to be uniform. The authors recommended that English language achievement tests not be the only measure used, and that districts should identify LEP students for Chapter 1 through use of a composite measure of student need that would include the student's educational history, test scores and informal assessments, and teacher judgment (Strang and Carlson, 1991, **40.0**).

Summary of Assessment Findings. Overall, three findings are consistently found within the federally funded studies related to assessment procedures that are included in this review. First, a variety of criteria (e.g., tests, surveys, judgments) are used to determine eligibility for special language-related services. Second, specific criteria may not be employed consistently within a district or state. And, third, English language skills, especially oral language skills, are most frequently assessed. In general, broader issues regarding the use of assessment and selection of assessment measures were not addressed in the studies included in this review. One exception was the description of alternative assessment measures used in the IARP models in conjunction with the innovative instructional approaches implemented in those studies (Rivera and Zehler, 1990, **39.7**).

6. Reporting Requirements and Program Evaluation

An administrative function important to OBEMLA concerns reporting requirements and evaluation reports. The information supplied in the reports can have a great impact on future funding and program directives and therefore the quality, accuracy, and comprehensiveness of the data are of major concern.

Federal legislation stipulates that all grantees of federal funds comply with certain reporting requirements regarding the use of federal funds. All programs are held accountable for using the funds in the manner indicated in the grant application and for producing positive outcomes. Results of a draft interim analysis of Title VII SEA grant report requirements (Atlantic Resources Corporation, 1991, **45.0**) found that the quality, comprehensiveness, and completeness of the data submitted to OBEMLA as part of reporting requirements are not uniform, and statutory and regulatory reporting requirements are vague and imprecise. The burden of providing complex information and the lack of personnel trained to identify and count LEP students resulted in the uneven quality of information and incomplete data. In addition, the study noted that definitions of LEP vary conceptually and operationally (as noted in the Student Findings chapter) with LEAs using different assessment tools, having different testing requirements, and reporting different test statistics which make it difficult to aggregate or compare information. Thus, the usefulness of the project evaluations submitted to OBEMLA is questionable.

SEAs expressed concerns with duplicative data collection requirements, citing that some data are available from other sources. The information most extensively used by OBEMLA included basic information on LEP students, such as total numbers, educational condition of students, numbers enrolled in specialized programs, and description of LEP programs. OBEMLA staff interviewed for the study also identified interest in other information which may be collected by SEAs, as well as its potential uses. SEAs and LEAs were seriously concerned with the burden of potential reporting beyond the existing reporting requirements and with the quality of information currently collected. Recommendations resulting from the analysis of the SEA grant report requirements included that OBEMLA should (1) determine what data is needed and prepare definitions and instructions that reflect those requirements; (2) develop standard reporting forms and a common measure of educational condition; (3) collect private school data separately from public school data. In addition, SEAs should be encouraged to consolidate their data collection, but should be left free to select and implement their own data collection systems, and OBEMLA should designate an SEA liaison to work with SEAs in collecting the required data.

Specific reporting requirements to which federally funded projects must adhere include submitting a written evaluation report annually and/or at the end of the grant period. The Evaluation of Bilingual Education Programs for Language-Minority, Limited-English-Proficient Students study (Tallmadge et al., 1987, **26.1**) summarized the state of the art in bilingual education program evaluation and proposed a system of procedures and materials designed to improve the quality of program evaluations. Based on a review of eight studies dealing with the quality of bilingual education evaluation reports, the authors suggest that inadequacies in bilingual education evaluation and research reports can be attributed to evaluator competence, administrative practices, state and federal policy, inherent characteristics of bilingual education programs, student mobility, variation within the population served by bilingual programs, variation in the implementation of treatments, and the small number of students served by programs.

The Review of Local Title VII Evaluation and Improvement Practices (Hopstock, Young, and Zehler, 1992, **48.1, 48.2**) provided a description and assessment of evaluation practices and the use of evaluation results. Findings led to a number of recommendations. To improve the monitoring of project evaluations, a centralized system of receipt of reports should be established. Changes in evaluation of Title VII programs toward multi-year data collection were suggested, along with an increased focus on incorporation of process evaluation and a greater emphasis by OBEMLA on evaluation by awarding additional points for evaluation plans on Title VII grant applications. The report also provided suggestions regarding an increased role for the Evaluation Assistance Centers in monitoring evaluation reports, and an increased role for OBEMLA in assisting local projects in their selection of evaluators through the publishing of standards and issuing a list of experienced evaluators. Some required data items should be replaced with others that more specifically pertain to student backgrounds, teacher characteristics and training, parent involvement, and capacity-building. A list of evaluation standards and qualified evaluators should also be devised and distributed.

C. Findings Specific to Asian/Pacific American Students

The Freese and Woltag study (1984, **15.0**) provides the only data on Asian/Pacific American populations in this chapter; there are only limited data on sources of financial support for programs indicating that the departments of education in the U.S. Pacific Islands are dependent on federal support.

D. Summary

The administrative findings provide data on the extent to which instructional services for LEP students are supported by federal, state, and local resources. About 40 percent of states provide funds specifically designated for LEP students and frequently services to LEP students are supported by combinations of funds (e.g., Chapter 1 Basic Grant and Migrant Education programs, as well as State funds and/or Title VII funds, in addition to general education funds). Over the past decade, state and local resources have supported LEP services much more than federal resources. Although federal funds appear to be important for the continual operation of services for LEP students, the degree to which programs could function without federal funding has not been determined. Private schools are less likely than public schools to utilize federal sources of funds.

Cost data are difficult to obtain and there are apparently no clear guidelines on estimating the cost of additional services for LEP students. Part of the difficulty in assessing costs may also come from the use of various categorical programs in conjunction with other funding sources to address LEP students' needs.

In terms of the structure of administrative systems, findings emphasize the need for ensuring information-sharing and coordination among the various SEA, LEA, and school-level staff involved in decision-making and provision of services to LEP students. Findings on the administrative structure of services point toward adopting a holistic perspective on LEP services as the most successful approach. Linkage among different service-providers at the SEA and LEA levels, and collaboration and coordination among teachers and other staff at the school level can offer greater effectiveness in provision of services. Related to this are findings regarding SEA activities which suggest changes in the role of the SEA with regard to Title VII LEA projects. SEAs have also identified a need for a higher level of communication between SEAs and OBEMLA, indicating that they would like to receive more information about Title VII programs and receive feedback on their annual applications.

The diversity and variety of definitions of limited English proficient students are also represented in the range of criteria and measurements employed for identifying students for entry to and exit from special language-related services. Few districts and states consistently use the same selection procedures.

Federally funded studies over the past 13 years have expanded the knowledge and information available on the administrative structure of special services for LEP students. Additional areas of inquiry exist, however. For example, further information is needed on the extent to which LEP services are coordinated with mainstream services. Instructional services for LEP students are provided through a number of different program delivery structures, some of which may be more effective than others when examined for the quality of the instruction received by a student. Also, administrative coordination at the SEA or district level as well as at the school level may have implications for the efficiency of use of resources and the overall quality of instruction provided to students. Examination of administrative aspects of services provided to LEP students may provide important information on how to implement effective programs for LEP students.

VII. RESEARCH METHODS IN BILINGUAL EDUCATION

A. Overview of the Studies

This chapter is based on a review of the research methods utilized by 17 federally funded research or evaluation studies that included a significant focus on the education provided to LEP children.[1] The studies were selected for review from among the 102 documents in the literature review because they addressed questions about the education of LEP students through systematic data collection and analysis. Appendix C lists the 17 studies and the specific reports associated with each that were included in this review. Whenever possible, all reports resulting from a particular study were reviewed, not only the final technical reports or the research design summaries.

The basic descriptive information underlying the conclusions in this chapter can be found elsewhere in this report. The Appendix B summaries of each study report provide brief descriptions of the research methods. Appendix C presents a more detailed summary of the research methods used by the 17 studies, with the information presented in a series of tables covering selected aspects of research design and implementation. This chapter, on the other hand, takes a broader perspective on the studies, presenting information about them in terms of what they suggest is the state of the art in this field.

B. Research and Evaluation in Bilingual Education

The period during which these studies were funded and carried out was a period of controversy for bilingual education generally and for federally supported bilingual education programs in particular. While major public debates focused on the relative effectiveness of transitional bilingual education and English immersion programs, discussions among practitioners and researchers also included other important questions such as whether native language background was related to ease of learning English, how to teach LEP children academic subject matter, and the extent to which native language learning transferred--among many other issues.[2]

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[1] We do not draw distinctions between research studies and evaluation studies in this review. The purposes of the two may differ somewhat, but the methods employed tend to be similar when considered at the level of analysis in this review.

[2] For discussions of the debates and issues underlying them during the 1980s, see James Crawford (1991), *Bilingual Education: History, Politics, Theory, and Practice*; Los Angeles: Bilingual Educational Services, Inc.; or the series of articles included in M. Beatriz Aria and Ursula Casanova (eds.) (1993), *Bilingual Education--Politics, Practice, Research*; Chicago: National Society for the Study of Education.

It was the major public policy issue of the effectiveness of various methods that this set of studies focused upon. This is not surprising, because the U.S. Department of Education, which is the primary source of research funding in this field, found itself in the position of being asked to describe and validate its own program decisions. One of the conclusions that emerges from a review of these studies is that studies primarily designed to address the issues other than overall program effectiveness have been neglected and overshadowed by the large national studies and evaluations of the effectiveness of various service methods.

C. The Nature of the Studies

In order to understand the methodologies employed, it is important to examine the purposes of the studies. Study purposes can generally be described as either descriptive or analytic in nature, though some studies explicitly combine descriptive and evaluative purposes.

Descriptive studies are focused on providing as accurate and complete a description of a program or programs as possible. The emphases are on sampling precision and using definitions and variables which reflect those actually used in the field. When descriptive studies are faced with varying definitions and variables across sites, they often choose to reflect the actual diversity of theory and practice rather than categorize programs using consistent but widely unrecognized definitions and variables.

Analytic studies, on the other hand, are focused on providing clear and unambiguous assessments or comparisons of programs. The emphases are on rigorous research designs, consistent definitions, and control of extraneous (i.e., non-controlled) variables. In order to draw firm conclusions about the effects of independent variables, analytic studies work best in "tidy," well-controlled environments.

When studies have both descriptive and analytic purposes, these purposes often come into conflict. Descriptive studies must reflect the diversity and "messiness" of actual educational environments to meet their purposes, while analytic studies must seek to limit diversity and "messiness" to be useful. For example, a national descriptive study of services to LEP students would maximize sample size, reflect local definitions, and describe but not attempt to limit the movement of ideas, techniques, and students across educational settings. A national analytic study of services, on the other hand, would limit the number of settings examined, use consistent definitions, and seek to maintain the "purity" of educational interventions.

Most of the research studies reviewed were primarily descriptive in the information they sought. Some of these descriptive studies focused on characteristics of LEP students, while others placed relatively more emphasis on describing LEP-related instructional activities or other organizational-level characteristics. The studies do not fall neatly into one type or another, however, since most also sought to describe relations between selected organizational characteristics and selected LEP student characteristics.

Examples of student-centered studies are the Descriptive Phase of the National Longitudinal Study of the Effectiveness of Services for Language Minority-Limited English Proficient Students and the Children's English and Services Study. Examples of descriptive studies that are more concerned with providing information about organizations providing services include the National Survey of the Title VII Bilingual Capacity Building and the Significant Bilingual Instructional Features study. Studies such as the Descriptive Study of Significant Features of Exemplary Special Alternative Instructional Programs are examples of research designed to describe relationships between organizations and students.

A few of the federally funded studies have been analytic as well as descriptive, that is, with explicit objectives to determine program effectiveness either for a single program or by comparing alternative programs. Studies such as the National Longitudinal Study of the Effectiveness of Services for Language Minority-Limited English Proficient Students, which sought to tie student-level outcomes to existing program activities, are typical. Only one study attempted explicitly to compare alternative program models in terms of outcomes, i.e., the Longitudinal Study of Structured English Immersion, Early-exit and Late-exit Transitional Bilingual Education for Language Minority Children. Given the small number of analytic studies comparing program alternatives, the national lack of agreement on what works should not be surprising; simply stated, not enough analytic research has been done.

In terms of overall research strategies utilized, the emphases have been on large-scale survey work, observational studies, and case studies. The survey-based research generally revolved around direct assessment of student performance and attempted to tie performance levels to differences among students and among treatments. The National Longitudinal Study of the Effectiveness of Services for Language-Minority Limited-English-Proficient Students is an example of this approach as is the reanalysis of Sustaining Effects Study data in the Comparison of the Effects of Language Background and SES on Achievement Among Elementary School Students. The observational studies usually sought to develop rich, comprehensive descriptions of classroom behaviors of instructors and students and tie those behaviors to individual differences in student performance. The Longitudinal Study of Structured English Immersion Strategy, Early-exit and Late-exit Transitional Bilingual Education Programs for Language-Minority Children is an example of this type; other examples include the Descriptive Study of Significant Features of Exemplary Special Alternative Instructional Programs, and the several substudies of the Innovative Approaches Research Project. Case studies generally were less focused on students than on effects of organizational settings and similar factors on bilingual program implementation; some of the examples included the Descriptive Study of the Chapter 1 Migrant Education Program, the Significant Bilingual Instructional Features Study, Case Studies of Delivery and Cost of Bilingual Education, and Chapter 1 Services to LEP Students.

D. Issues in Research Design and Implementation

This section discusses four issues that created problems for many of the studies which were reviewed:

- Sampling students and programs;
- Defining or specifying the study's subjects;
- Specifying the characteristics of treatments; and,
- Measuring outcomes.

1. Sampling Students and Programs.

LEP students comprise less than 10 percent of the students in the country by most estimates, and, further, they are not distributed randomly in the population. Although they can be found in almost any area in the country, LEP students are concentrated in particular schools in particular districts in particular states. In brief, drawing an efficient and powerful sample of LEP students requires careful attention to their relatively small numbers and geographic concentrations. For example, for the ongoing NELS:88 and Prospects longitudinal studies, it was necessary to heavily oversample locations and/or students to try to ensure sufficient numbers of cases for analysis. Even oversampling may not be sufficient, however, to include LEP children from language backgrounds other than Spanish because of their very small numbers (at least on a proportional basis) within the larger population.

Among the effects of this "rare event" sampling problem are (1) major national general-purpose databases often have too few LEP students to support anything other than the most simple univariate analyses, and (2) what little we do know from the national studies may be applicable only to students from Spanish-language backgrounds. Examples of these limitations can be found in the Prospects study, High School and Beyond, the National Assessment of Educational Progress, NELS:88, and many others.

Contributing to the problems of sampling sufficient LEP students is a high level of attrition of LEP students from the samples of national studies. Some of this attrition takes place prior to data collection, when LEP students are sometimes excluded from the study because they cannot read and complete the English-language surveys or tests. (LEP students are not the only ones who are excluded, as this also is frequent for special education students.) NELS:88 provides an instructive example: OBEMLA provided funds to the National Center for Education Statistics (NCES) to oversample students from Spanish and Asian-Pacific Islander language backgrounds. About half of the LEP students that oversampling was designed to produce were excluded by their schools from participating. As a result, at the first followup, it was necessary to draw a separate sample of those excluded students to try to get some information about them, a Spanish version of the tests and surveys was developed, and special attempts were to be made in the second followup to obtain transcript data for those students. It is not clear how many LEP students will be recovered through these processes, but the number will not be nearly as large as called for by the original sample.

Some of the sample attrition takes place subsequently during the course of the study as is true for every group of students; it appears to be a more pronounced problem for LEP students because that characteristic is tied to others, such as poverty, that are associated with relatively high rates of mobility. Thus, even if the number of LEP students included in the sample design is technically sufficient to meet the analytical needs of the project, excessive attrition at each of the stages may render the sample too small and biased to be useful.

These sample-related problems are not found only in national general-purpose studies, but also in LEP-specific studies. The National Longitudinal Study of the Effectiveness of Services for Language-Minority Limited-English-Proficient Students was originally designed to provide longitudinal data on students categorized by language background; however, by the completion of the three-year study, sufficient data were available only for limited analyses of Spanish-speakers. Other studies, such as the Cheche Konnen substudy of the Innovative Approaches Research Project, deliberately focused data collection on one language subgroup, in this case Haitian Creole, and kept the length and scope of the study narrow enough to permit intensive data collection and followup. As a result, this study was able to accomplish its objectives.

2. Defining the Subjects of the Study.

As was noted in Chapter III, there is no consistent definition of what it means to be a LEP student. Thus, students who are defined as LEP in one setting may not be defined as LEP in another. The implications of this issue are different, however, for descriptive and analytic studies.

In descriptive studies, the definition of LEP status is a key variable in describing the students and the nature of services which they receive. How one should deal with different definitions is problematic. If a researcher applies a definition of LEP which is consistent across locations but not applied by many of them, the results describe an abstract population which does not relate to actual service groups. On the other hand, if one uses local and varying definitions, actual service patterns are more accurately reflected but readers of study findings may have difficulties generalizing to their own LEP student populations.

In analytic studies, the issue is more clear. In order to make analytic comparisons among groups, it is important that a definition of the subject population be included as part of the study design, and then that the definition be applied consistently throughout the study. This is particularly important for ensuring that students in different quasi-experimental educational treatment groups are truly comparable.

The issue is illustrated in the Longitudinal Study of the Effectiveness of Services for Language-Minority Limited-English-Proficient Students, which had both descriptive and analytic purposes. The study used local definitions of LEP status. That design decision made the study much more feasible operationally, and produced descriptive results which reflected the diversity of definitions and services. On the other hand, the result at the end of data collection was too much variation among groups on important subject characteristics to permit reliable statistical determinations of program effectiveness.

It is conceivable that in some very controlled research environments an absolute definition of LEP could be used based on behavioral measures, such as a stipulated level of performance on one or more measures of English proficiency. In fact, such performance is often the reason the subject is in a bilingual education program.[3] In natural program settings, probably the best that can be hoped for is that sufficient measurements be taken so that all those who are labeled LEP fall within agreed-upon limits. This is particularly the case when studies involve comparisons of student-level effects across dissimilar settings, such as the Descriptive Study of Significant Features of Exemplary Special Alternative Instructional Programs.

In analytic studies, what should not be done is to allow the treatment to serve as the definition of the subjects. Stated in another way, all students in bilingual programs should not be assumed to be LEP or to have the same levels of English proficiency. The Children's English and Services Study and the study of Chapter 1 Services to LEP Students documented that the same students would be selected for services in some sites but not in others.

The use of non-randomly assigned control groups for comparative purposes is frequently insufficient to avoid problems related to subject specification. One reason for this is that it is simply not always practical to control enough of the relevant characteristics; for example, Willig and Ramirez cite Mackey's matrix of combinations of language patterns containing 90 separate cells, each of which is important.[4]

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[3] Because of "regression to the mean" problems, it is not appropriate to use the same performance measure for program selection or subject definition and for determining treatment effects.

[4] Mackey, William F. (1970), "A typology of bilingual education," in Andersson, Theodore and Boyce, Mildred (eds.), Bilingual Schooling in the United States, Austin: Southwest Educational Development Laboratory; cited in Willig, Ann C. and Ramirez, J. David (1993), "The

The critique prepared by the National Research Council (Meyer and Fienberg, 1992, 57.0) suggests that the best way to avoid the problem of subject specification in analytic studies is to conduct research within constrained settings (e.g., the same school) to provide some control over the group characteristics of the subjects and assign the subjects to alternative treatments randomly to preclude problems related to unmeasured variations in individuals. While this approach has a great deal of merit in addressing problems of subject specification, it is not free from treatment specification problems, as discussed below.

3. Specifying the Characteristics of the Treatments.

Just as researchers should not assume that all students in bilingual programs are LEP, they also cannot assume anything is common about programs with the same name except the name itself. The variety that exists within programs sharing a label (e.g., transitional bilingual education) may even be as great as the variety that exists across programs with different labels. (Chapter V of this report discusses instruction-related findings.)

As for subject specification, the implications of this issue are different for descriptive and analytic studies. For descriptive studies, the challenge is to describe the programs in enough detail so that the actual treatment is specified. This requires the researchers to gather substantial amounts of descriptive data along whatever treatment dimensions are believed to be significant. Furthermore, the researchers also must continue to collect those data throughout the period of measurement.

The challenge for analytic studies is even greater. Even if random assignment of subjects to treatment conditions is used, the treatment must still be described comprehensively, monitored frequently, and protected from "contamination" for findings about treatment effectiveness to be unambiguous. This threat is particularly acute precisely in the types of locations suggested as most appropriate by Meyer and Fienberg (1992, 57.0), i.e., individual school buildings. The problem of course is that school buildings are not made up of isolated units; rather they are human systems where teachers and students interact across "treatments" with a frequency that belies attempts to control the treatment effectively.

Most of the studies reviewed for this report were sensitive to the point that program labels are often inadequate and, accordingly, either sought to identify programs that had desired characteristics or attempted to describe the programs in enough detail so that the actual treatment was specified. Many of them, however, were less sensitive to another critical point, that of determining the extent to which individual students actually received the treatment being studied. Students in the same classroom do not necessarily have the same instructional experiences. Their instructional experiences may differ based on factors such as their levels of

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evaluation of bilingual education," in Arias and Casanova op cit.

knowledge of the language(s) used in the classroom, their attendance patterns, and grouping patterns in the classroom. Instructional experience thus can vary significantly across individuals even when treatment, measured at the classroom or other non-student level, is controlled. The Longitudinal Study of Structured English Immersion, Early-Exit and Late-Exit Transitional Bilingual Education Programs pointed out the importance of this problem and did attempt to capture some of this information. The Longitudinal Study of the Effectiveness of Services for Language-Minority Limited-English-Proficient Students also attempted to examine instruction from a student perspective.

Problems related to this issue are reduced, although not eliminated, if treatments and outcomes are measured at the same level. More commonly, however, studies measure treatments at the classroom (or higher) level and measure outcomes among individual students. When outcome analyses are conducted at the level of individual students but treatment is measured at an organizational level, there is usually an implicit assumption that all students within the specific organization receive the same treatment. In situations in which students can be assigned either on a random or on a very systematic basis, this assumption probably does not lead to much extra variation being added to the analysis. In situations where subject assignments to settings cannot be controlled, however, it is usually better to aggregate subject-level data to the organizational level. Such approaches are very expensive, because it is necessary to include enough classrooms or buildings for that organizational sample to have sufficient power to find effects.

4. Measuring Outcomes.

Studies of services to LEP students are not easy to design and implement, as noted from the above discussions. One of the reasons for the difficulty is that people disagree about the goals of bilingual education programs and, therefore, about what should be measured and how. These problems in measurement are particularly noticeable for student-level outcomes.

Throughout much of the period covered by the review, bilingual education found itself immersed in controversy at the federal level about what its goals should be: should programs for LEP students be judged solely on the basis of how quickly LEP children learned English, or should judgments of effectiveness include other topics including other academic subject learning or native language proficiency? For the most part, the answer at the federal level was that English language proficiency was the most important goal.[5] Thus, measurement of outcomes focused on English proficiency was the primary research objective for most of the studies concerned directly with LEP students. Only eight of the 17 studies included other academic subjects in their designs (usually mathematics), and only three included native language proficiency. Other learner objectives, although included in data collection, were sometimes not addressed in analysis because they were given a much lower priority than the English proficiency outcomes. Both of the two major longitudinal studies, for example, collected data on achievement in academic subjects and native languages, but those data were not analyzed.

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[5] Crawford (1992), op cit.; Willig and Ramirez (1993), op cit.

By the end of this period, studies did tend to incorporate broader outcome perspectives. The National Evaluation of Services for LEP Native American Students measured and analyzed English proficiency, other academic proficiency, and native language proficiency. The Descriptive Study of Exemplary Special Alternative Instructional Programs collected data on English and other academic subjects, and the Innovative Approaches Research Project's main focus was on achievement in academic subjects.

To a certain extent, how the outcomes are measured is as important as what is measured. Language acquisition is a notably complex process, and researchers and theorists do not agree on the steps involved, their sequence, or their transferability to other learning. Thus, some studies operationally defined English proficiency as oral language use as reported by teachers (e.g., National Longitudinal Study of Effectiveness of Services for Language-Minority Limited-English-Proficient Students, Descriptive Study of Chapter 1 Migrant Education Program), and others relied on standardized test results of English reading comprehension (Descriptive Study of Exemplary Special Alternative Instructional Programs). Leaving aside questions about the appropriateness of those measures, it is clear that they are probably not measuring the same thing.

In fact, even for the same outcome, different instruments may be too dissimilar (i.e., lack convergent validity) for comparing different groups, particularly since instruments for LEP students rarely have national norms that are anchored to other measures or are standardized across language groups. This does not mean outcomes cannot be measured; it does mean that studies should describe what measures they are using, should provide data about the reliability and validity of those instruments for the population being studied, and should explain why the outcome being measured is important. Most of the studies reviewed did not provide detailed discussions of these issues.

E. Conclusions

As a result of our review, we have come to a number of conclusions concerning federally supported research efforts related to services to LEP students:

(1) The emphases of most of the studies have been on descriptive rather than analytic purposes. When descriptive and analytic purposes have been combined in a single study, the research designs and implementations have focused on the descriptive purposes.

(2) In general, descriptive research questions have been better addressed by studies with larger scope, while analytic research questions have been better addressed by studies of smaller scope. The types of controls which are extremely important for research answering analytical questions are very difficult to implement in large, multi-site studies.

(3) Many of the studies have been overly ambitious in design. They have attempted to address too many questions about too many groups of students with too few resources.

(4) The lack of a nationally accepted definition of LEP has caused considerable problems among researchers and practitioners. Unless or until a common definition emerges, there will be problems in implementing research and interpreting research findings.

(5) There is a similar lack of nationally accepted standards for assessing the outcomes of programs serving LEP students. The development of such standards would help to focus research efforts relating to LEP program effectiveness.

(6) There has been insufficient attention paid to how individual students "receive" instructional treatments. Data collection concerning instruction is typically performed at the classroom level, so differences within classrooms or as individual students move among classrooms are not detailed. Such within-program variation complicates comparisons of treatment groups, but its documentation is extremely important for both descriptive and analytic studies.

VIII. SUMMARY AND CONCLUSIONS

The years 1980 to 1993 were a significant period for the Title VII program and for Title VII research on bilingual education. Following the 1978 reauthorization of Title VII and the creation of the Part C Committee, a research agenda was established for the first time to develop information related to the instruction of LEP students, the effectiveness of programs for LEP students, and Title VII program management and operations. At the same time, educational researchers were developing new understanding about learning and about effective approaches to promoting language learning and learning of academic content, especially in the areas of mathematics and science. The research findings have been used in shaping instructional reform efforts, including efforts to restructure schools and schooling.

The period covered by this review of the federally funded research therefore incorporates a period of much activity in the educational field. However, educators are continuing to ask questions about how our schools and educational practices can be made more effective as they work toward achieving the President's goals for America 2000. Therefore, it is now, some 14 years since the call for research in the 1978 legislation, that it is particularly important to assess what has been learned in the federally funded research on limited English proficient students and the implications of these findings for structuring more effective services for LEP students. The purpose of this chapter is to summarize the findings of the literature review and to identify directions for future research and practice suggested by the findings.

Section A of this chapter provides a brief overview of the findings within the four categorical areas outlined by OBEMLA as the focus of this review: student, teacher, instructional, administrative. In each of these areas, the relevance of the research themes identified in the Chapter 2 framework is discussed and further research questions are listed. In Section B, a proposed research agenda is presented, developed on the basis of the review findings.

A. Overview of Findings

1. Student-Level Findings

Over the past decade, a number of federally funded studies have been carried out to determine the size of the language minority LEP student population in the United States and to describe the characteristics of that population. Twenty-eight of the studies in this review included findings on LEP students. Although the methods and findings of these studies varied, overall the findings revealed that the LEP student population is an increasingly diverse one with wide variation in socioeconomic status, language background, English and native language proficiency, educational background, and parental involvement in education.

Several of the earlier studies included in the review were focused on developing estimates and projections of the number of LEP students, in order to assess need for services. Differences in the estimates and projections of the size of the language minority LEP population were found. These could be attributed to a number of factors including, for example, the specific methodologies employed and the different purposes of the studies. One important factor determining the differences observed among studies was the specific approach utilized in defining the LEP student population. For example, in some studies the researchers defined and employed a single definition of LEP; in other studies, local definitions of LEP were used to identify LEP students. Since no standard, universal definition of limited English proficiency exists, any estimate or projection of the number of LEP students must be understood in terms of the definition used and the data on which the estimate is based.

In general, projections of the LEP population have indicated increases in LEP or non-English language background (NELB) persons. Estimates of LEP students have been consistent with these predictions of increases. As of Fall 1983, there were an approximately 1.3 million LEP students in grades K-12 as of Fall 1983 (Young et al., 1984, **21.1**). A recently completed study by Fleischman and Hopstock (1993) reported an estimated 2.3 million LEP students in grades K-12 as of Fall 1991. Both of these studies used local definitions in identifying LEP students.

There is diversity not only in language and ethnic backgrounds of LEP students, but also in other background characteristics, such as socioeconomic level and student educational background, among others. For example, Spanish language background LEP students were more often identified as being from low socioeconomic backgrounds, while Chinese language background LEP students were more often from middle socio-economic levels. Also, the views of parents regarding educational aspirations, parental involvement in the education of the student(s), and value placed on education were found to differ by language/ethnic group. Level of parent education and parent attitudes/beliefs were identified as important factors to consider in implementing programs for LEP students and in implementing programs to include their parents.

Overall, these findings point to the diversity that exists with regard to language minority limited English proficient students. However, much of the research carried out in the period covered by this review was focused on LEP students at the elementary grade levels. Much less is known about students at the secondary grade levels.

Implications of the findings. If new learning is based in important ways upon the knowledge and experiences that a student brings to the classroom, it is important to understand the background knowledge of the student and to recognize its implications for instruction. For example, cultural beliefs and understandings about school and behavior, the academic knowledge developed in past schooling, the nature of a student's prior instructional experiences, as well as the level of literacy and academic skills that the student has attained, will provide resources that the student can use in achieving new learning. Conversely, a teacher's understanding of the student's background can help him/her to identify where differences in background knowledge or experiences may present some barriers to learning for the student that should be addressed. It is therefore important to understand as much as possible about the skills, resources, and differences in knowledge of language minority LEP students as compared to those expected of non-language minority, non-LEP students.

The diverse and complex needs of the students, whether language background-based, tied to poverty-levels or age, or related to other differences in the student's background, including parental factors, should be considered when designing instructional services and practices for LEP students. For example, recently released data show that 38 percent of LEP students in the average school have very limited literacy skills in their native language (Fleischman and Hopstock, 1993). These students will present special and difficult problems for those who must determine how best to serve these students, particularly when such students enter in the later elementary and secondary grades.

Similarly, the expectations of parents, the home background, and the educational background of students are important to take into account in designing programs to address the needs of LEP students and their families. The findings of this review indicate the importance of parental involvement, although the findings also indicate that the beliefs parents hold regarding their role in the school and in their children's education often differ by cultural group. More research is needed on differences in parent viewpoints and the implications of these differences for practice. Once these are more clearly identified, then steps can be taken to assist parents of LEP students toward patterns of communication and involvement that will benefit their children.

It should be noted that "parent" has generally been narrowly defined, while for many LEP students older siblings, grandparents, and other relatives may be the significant caretakers and role models for the child. These other family members should be included in investigations of how parent/family members participate in the education of LEP students.

Research Questions. The student-level findings suggest that further research is needed on the specific backgrounds of students and the implications of these for the design of effective instructional services. This would include research into areas such as the following:

- **What are the beliefs of parents of LEP students regarding their proper role in their children's education and in the school?**
- **What are other needs of students, e.g., non-instructional needs derived from low socioeconomic status? How are these addressed by programs that are identified as particularly effective programs for LEP students?**

2. Teacher-Level Findings

Among the federally funded studies reviewed in this report, 25 examined the characteristics of teachers who work primarily or solely with the language minority LEP population. One summary report included information on bilingual education and ESL teachers as a subsection within a larger profile of the U.S. teaching force. Nine studies focused specifically on describing characteristics of teachers of language minority LEP students.

Overall, findings from the studies indicated that there was substantial variation among ESL, bilingual education, and regular classroom teachers in terms of demographics, education and training, language and culture, certification, and attitudes toward instruction. The demographic profile of a typical bilingual education teacher that emerged from these studies was a minority female between 25-34 years old. ESL teachers also tended to be female, but they were more often non-minority and over 34 years old. Studies also indicated that the majority of ESL and bilingual education teachers in both public and private schools had at least a bachelor's degree and were state-certified to teach. Moreover, as many as two-thirds of the teachers of language minority LEP students could speak the native language of their students. However, most of these teachers had less experience than regular classroom teachers and did not necessarily have credentials in bilingual education or ESL.

As part of their capacity-building efforts, many of the programs described in these studies offered preservice and inservice training to staff who instruct language minority LEP students, including teachers and aides. Teacher training programs varied across projects and districts; district size, language minority enrollment, and other factors affected the amount of training offered as well as the content and type of training.

Findings related to teachers were also found in several studies that focused primarily on implementation of specific instructional approaches. The findings of these studies indicated that teacher characteristics and teacher collaboration efforts strongly affected practice. In several studies, teacher attitudes were linked to their use of a particular instructional approach. For example, teachers with bilingual education credentials and native language proficiency favored use of the native language for instruction. Teacher collaboration was viewed as an important factor in implementing significant change in the classroom, such as is implied in trends toward use of more active, inquiry-based instructional models. The importance of collaboration was noted in particular within the findings of the Innovative Approaches Research Project (IARP) models.

Implications for practice. The implications for teachers of shifts toward active, contextualized instructional approaches require substantial change in teachers' roles. They often require that teachers develop new attitudes and beliefs about how they should interact with students in the classroom and about the types of instructional

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activities that should be implemented. The degree to which teachers will actually implement and sustain instructional approaches that require such change in the classroom will hinge on whether the teachers also make the underlying shift in beliefs. Therefore, when restructuring is the goal, teachers' beliefs and understandings need to be the focus of the restructuring efforts as much as changes in activities in the classroom.

The emphasis on community within the school, and on collaboration among school staff in the development of a whole school "culture" of support for students suggests the importance of having all staff in a school view LEP students as part of their responsibility. Thus mainstream teachers are also very important members of this community of support for LEP students. However, much less is known about mainstream teachers' attitudes, beliefs and practices relating to instruction of LEP students, or about mainstream teachers' understanding of their own role in relation to LEP students.

Finally, the more recent emphasis on incorporating community resources or "funds of knowledge" (Moll et al., 1990, **39.5, 39.6**) into classroom instructional activities requires that teachers understand the importance of this effort and the potential benefit it can have for their students. It suggests that teachers need to cultivate an openness or sensitivity to culturally derived knowledge, expectations, and behaviors. Teachers and their students can also benefit when the resources in the students' backgrounds and communities are identified and utilized by teachers in shaping instruction.

The findings related to teachers can perhaps be summarized as emphasizing two main themes for future research efforts. The first is that teachers' beliefs regarding learning processes and effective instructional practice will greatly affect what they do in the classroom and the extent to which they will be willing to change their existing practicies. Given efforts toward substantial change in classroom instructional approaches, it will be important to understand more about what teachers believe, and how to effect changes in underlying beliefs and attitudes that will promote implementation of promising instructional innovations. Second, the findings indicate the importance of focusing on all teachers who provide instruction to LEP students, and not only focusing on those who are specialist teachers of LEP students. That is, in keeping with a broader, more "contextualized" view of instruction, it is important to define instruction in terms of all teachers who work with an individual LEP student.

Research Questions. The findings related to teachers suggest the following areas for further research:

- **What are the beliefs/attitudes of bilingual education and ESL teachers regarding the participation of LEP students in active instructional approaches?**

- **What are the beliefs/attitudes regarding the participation of LEP students with non-LEP students in active instructional tasks, e.g., in inquiry-based tasks carried out by a cooperative group of LEP and non-LEP students?**
- **What are the beliefs of mainstream teachers of LEP students regarding the instruction of LEP students and the teachers' own role in providing services to LEP students?**
- **What are the beliefs of teachers of LEP students regarding the best instructional strategies and materials to use with their LEP students?**
- **What have been the sources of information provided to the mainstream teachers of LEP students regarding instruction of LEP students and what types of information have been provided to them?**
- **What information about LEP students do mainstream teachers of LEP students need?**

3. Instructional-Level Findings

Fifty-seven of the federally funded studies in this review focussed specifically on the instructional services provided to language minority LEP students. The earlier studies on instruction of LEP students were focused on estimating the numbers of LEP students who received special services. However, the majority of the studies on instruction provided descriptions of the particular services provided. The research included in the review also showed a trend toward description of effective instructional practices and innovative program models.

A shift in emphasis was observed in the definition of program effectiveness. Earlier studies which reviewed the evidence supporting bilingual education programs typically defined effectiveness as English language proficiency or academic achievement as measured by standardized test scores. Only a few examined outcomes such as improved self-esteem and motivation. In later years, however, the assessment of student outcomes broadened to incorporate some of these affective changes. Similarly, there was a widening in the scope of the instructional environment to include not just student and teacher characteristics, but also aspects of the school and community.

Findings from studies of effective instructional practices concluded that appropriate use of the native language and culture, adequate content area instruction, and an "active" learning environment could improve student outcomes in several areas. In the studies that described instructional practice, English was reported to be the predominant language of instruction in most programs, with the native language used more often for specific subjects or students. Students with low oral English proficiency, for example, frequently received instruction in their native language.

Some of the recent studies of instructional models have targeted innovations in content area instruction. The goals of these programs have been to develop higher-order thinking skills among students and to promote greater community involvement in education. In several of the studies, it was suggested that the failure or success of a program in meeting its goals often depended on such factors as staff attitudes and qualifications, student enrollment and language diversity, and the availability of funding. In fact, findings from one study indicated that the existence of adequate resources was more likely to influence the development of a particular program than student need.

__Implications for Practice.__ Reform efforts related to instruction imply very different roles and responsibilities for teachers and students in the classroom. These require new patterns of interaction among teachers and their students, and among students working together. However, with the exception of the IARP models, efforts toward restructuring of classroom instruction toward more active, student inquiry models have not focused on the application of these approaches in classrooms where there are language minority LEP students. Implementation of these approaches will require sensitivity to cultural differences that might affect students' participation, and careful thinking about how best to work in these settings with the additional diversity introduced by LEP students.

As described in the chapter on student findings, student diversity in background goes beyond differences in English language proficiency or native language. LEP students also differ in other ways such as in cultural background, educational experience, levels of literacy skills, parent expectations and parent involvement. Engagement of LEP students within active inquiry models of instruction will therefore challenge teachers to address these many sources of diversity among their students.

The shift in instructional practice implied by many of the current reform efforts will also require change in the nature of the materials used by teachers and students. For example, an inquiry-based instructional approach is likely to place very different and high demands on classroom resources. A single subject area text is not likely to be sufficient. But the implications for development and use of materials within the active learning models proposed have not been described, particularly as they relate to LEP students' needs.

__Research Questions.__ The findings suggest the need for further research into several areas related to instruction:

- **What services do schools and districts provide to LEP students who enter middle and secondary schools with very low levels of literacy skills and/or very limited schooling experience? What is the involvement of these students in vocational or tech-prep programs, if these are services that they receive? What are effective models for secondary level low literacy students? What goals should be set for these students?**

- **What approaches are used by mainstream teachers in instructing LEP students in their classes? What guidelines can be given to mainstream teachers who have LEP students in their classes on how to provide them with active involvement in the classroom learning activities?**

- **What types of materials and other resources are needed to support active, inquiry-based instruction for LEP students? What types of guidelines can be provided to teachers in developing materials and identifying resources? How are the needs of language minority students best addressed in working with these materials?**

- **How should cooperative student working groups be comprised when there are students from different levels of English language proficiency, and when there are LEP and non-LEP students included? That is, what are the most effective ways to compose student working groups given different combinations of students that include LEP students?**

- **What are the implications of cultural background for involvement of students in cooperative approaches to instruction? What can/should teachers do in working with students who due to their cultural backgrounds are less comfortable in instructional activities that require working in groups?**

- **What are the implications for assessment of LEP students working within such approaches? What assessment models/approaches should be used and/or how should proposed alternative assessments be adapted for LEP students?**

4. Administrative-Level Findings

Twenty-eight federally funded reports included in this review addressed administrative-level features of programs for language minority limited English proficient students. All but one of the reports was focused on public schools; the remaining study examined private schools. The administrative findings reveal that a number of factors contribute to the complexity of the development, implementation, operation, and evaluation of services and programs for LEP students.

The sources of funding and use of funds play a major role in the provision of services. Findings show that state and local funding provide the majority of funds for programs; however, federal funding is still extremely important for providing services to LEP students. Funds from each source are most frequently directed toward instructional services. There are difficulties and discrepancies that arise in calculating costs of services for LEP students. These difficulties are at least in part due to the lack of a standard formula which all programs could employ for determining per pupil costs.

The extent to which administrative structures at the state, local, and/or school level promote communication across program divisions is a factor that affects the overall provision of services to LEP students. Collaboration, communication, and coordination among LEP personnel and the mainstream staff in a school were found to enhance the quality of the services LEP students received. This same type of communication across the various administrative units within a district or even State can have important implications for the quality of instruction received by students.

The variety of means used to identify a "language minority limited English proficient" student is reflected in the entry and exit procedures utilized for placing students within special services. Overall, standardized tests of oral English proficiency were reportedly the most frequent assessment tool used, followed by measures of reading and writing in English. Native language skills are rarely assessed.

There are concerns with the quality of data collected for reporting requirements. In fact, grantees as well as OBEMLA staff were reportedly uncertain about the purpose, use, and quality of data collected. Many recommendations identified in the studies were focused on the need to develop a centralized evaluation and accountability system which would specify to grantees the exact information to include in evaluation and performance reports. Such a system would also help to clarify the reporting requirements and processes.

Implications for Practice. The research findings showed that collaboration among teachers is one mechanism for ensuring a more effective environment. Collaboration, coordination of instructional services and the development of mechanisms for sharing of information by teachers are aspects of services that can be promoted at the administrative level within the school.

There were no findings in the research reviewed here regarding the role of the principal. In fact, the role of the principal has been given less emphasis recently compared to some of the earlier research on school effectiveness which identified the importance of a principal's leadership. However, the principal can play an important role in shaping a shared "culture" of support for LEP students across all teachers in a school. We know very little about principal's beliefs regarding instructional services for LEP students, about their beliefs regarding the responsibility of mainstream teachers in instruction of LEP students, or about their understanding about learning processes for LEP students.

Coordination among services that are provided to LEP students is important if a more integrated view of instructional services to LEP students is taken. Taking a "contextualized" approach, instruction should be defined as comprising all services received by a student, as opposed to description in isolation from other instructional services of only the special LEP services received. Such a more contextualized, integrated view would describe all instructional services, including the nature of the mainstream instruction received and the role of others in providing instruction.

Research Questions.. The findings on administrative features of services have indicated the following as areas for further research:

- **What specific steps can teachers or schools take to implement collaboration across LEP and regular classroom teachers? In what ways can principals facilitate development of collaboration among staff in their schools in serving LEP students? What are recommended steps in implementing and maintaining such collaboration?**

- **What are the beliefs of principals about instruction of LEP students, and what have been the sources of information provided to them? What would principals like to know about LEP students? What do principals need to know about LEP students?**

- **What types and levels of interaction are there among teachers of primarily LEP and teachers of primarily non-LEP students? Are there effective models of collaboration?**

- **What are model examples of coordination among programs at the SEA and LEA levels that serve LEP students? What are the outcomes of such coordination? What are some effective mechanisms for promoting this coordination? What are suggestions for their implementation?**

- **What are model examples of coordination among programs that serve LEP students at the district level? What are some effective mechanisms for promoting this coordination? What are suggestions for their implementation?**

5. Asian/Pacific-American Findings

Few of the federally funded studies provided for this review focused specifically on language minority limited English proficient Asian/Pacific-American (APA) students, although many reports included some data relevant to these populations. Overall, the findings that could be reported in this review were quite limited.

The one study with a specific focus on the APA limited English proficient population was conducted in the U.S. Pacific Islands. In this study, Freese and Woltag (1984, 3) investigated the characteristics of the total student population, the educational services offered to limited English proficient students, the training and background of instructional staff, the administrative nature of programs and services, and the social and economic factors affecting the provision and delivery of services. Findings indicate that the U.S. Pacific Islands represent a linguistically, culturally, geographically, and politically diverse population. In some areas, nearly the entire student population speaks English as a second language, representing a variety of native language backgrounds. The language backgrounds and English proficiency levels of the instructional staff are equally diverse. In elementary grades, the native language is usually used for instruction. An array of instructional approaches are employed to meet the needs of LEP students yet the limited resources, materials, and funding sources affect the quality of the services offered to LEP students.

Six additional studies included segments of the Asian/Pacific-American population in their samples. These studies frequently linked various Asian ethnic and language groups together within one group, "Asians". Thus, many of the characteristics unique to specific ethnic and language groups are masked in generalizations of the Asian group.

Overall, the Asian non-English language background population was expected to increase to 2.3 million by the year 2000. Of this population, the highest rate of growth was projected for the Vietnamese. Instructional services to APA language minority LEP students differed, as did parental preferences and involvement in schooling. Generally, teachers of native Chinese-speaking students were less likely to have received training in ESL and in working with LEP students than teachers of students from other native language backgrounds. Parents of Chinese-speaking students often preferred English immersion programs; native language and culture instruction occurred through private programs and discourse in the home. Parents of Vietnamese-speaking students, however, felt that the school should provide native language and culture instruction.

6. Analysis of Methodology

The methodologies of 17 research studies funded by the federal government during 1980 to 1993 were reviewed. These studies were considered significant in that each sought to systematically answer major policy questions about the education of language minority LEP students. Among these publicly-debated issues was the relative effectiveness of bilingual education programs in improving the English language proficiency and academic achievement of language minority LEP students. Additional study questions were related to determining the specific student, instructional, and administrative characteristics that achieved positive student outcomes.

Although the majority of the reviewed studies were descriptive, some were evaluative analyses of program alternatives. Three main methodological strategies were employed within these 17 studies: survey, observation, and case study research approaches. The focus of the study questions varied, with seven studies directed at the student level and six studies emphasizing project or district-level information regarding the education of language minority LEP children. The focus of three studies was not language minority LEP students, but rather programs which serve both English-proficient and LEP populations.

Overall, the findings of the studies presented a broad perspective on the education of language minority LEP students and contributed substantially to the body of research knowledge in this area. Nevertheless, few of the studies completely met their objectives due to problems either in the research design or implementation. These problems were especially found among the large-scale studies in identifying causal relationships or generalizing findings. Studies with a less ambitious scope tended to produce more useful findings that showed a clearer link between program treatment and results.

7. Definition/Measurement Issues

Federally funded studies over the past thirteen years have addressed the educational needs of the language minority limited English proficient population. These studies investigated the characteristics of the student population, the teaching staff providing the services, the actual programs and services offered, and the structural components of the programs and services. However, the way in which the populations to be studied were defined often differed between studies. This was found to be the case with regard to the student, teacher and instructional findings.

Estimates of students eligible for special services were based on LEP or NELB populations, depending on the study. When LEP students were identified as the population of interest, the means by which these students were identified differed between studies. For example, in the National Longitudinal Evaluation of the Effectiveness of Services for Limited English Proficient Students, local definitions of LEP were used; in other studies, a standard definition of LEP was applied. Similarly, with regard to teachers, the National Longitudinal Study defined as teachers of LEP students all teachers who taught academic subjects and who had at least one LEP student in their class; the population of teachers therefore included mainstream teachers. Other studies were focused on bilingual education and ESL teachers only. Therefore, comparisons across studies should be interpreted with caution, given the differences across studies in the definitions of the populations of interest.

B. Recommendations for Future Research

The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) has been concerned with issues related to students from diverse linguistic and cultural backgrounds. The knowledge that OBEMLA has gained through this work can become an important resource to the U.S. Department of Education as the nation struggles to meet the goals set by the President for achievement of U.S. students by the beginning of the next century. Diversity is becoming common in schools and classrooms and educational reform efforts must address the question of how reform efforts should incorporate linguistic and cultural minority students.

The future research agenda related to limited English proficient students and programs that serve these students should therefore take into account the fact that issues related to LEP students and training for teachers of LEP students are increasingly issues related to large proportions of our nation's students and teachers. Consequently, the direction for future research that has been indicated by the research findings of this review is toward a broader definition of instructional services for LEP students:

- All teachers who work with LEP students in their classrooms are responsible for instruction of LEP students and may need assistance in working effectively with LEP students;
- The whole school, including the principal and mainstream teachers as well as bilingual education/ESL teachers, have responsibility for all students, including LEP students;
- Instruction provided to LEP students is described not only in terms of the "special" instruction received by these students, but in terms of all instruction that a student is provided. Thus, this implies a movement away from isolated descriptions of special LEP services toward descriptions that include all instruction in addition to the special bilingual education or ESL services that are received by a student.
- The instructional environment is defined in terms of a broader context, one that includes not only the classroom, but also the whole school.
- The content of instruction should draw on the experiences and knowledge that LEP students bring into the classroom.

In this section, we provide some specific recommendations regarding research studies based on the findings of this review. First, however, we address the question of the types of methodological approach that should guide the design of future studies.

1. Recommendations Regarding Methodology

Based on our review of recent studies and their methodologies, we have formed a number of conclusions about how future research efforts should be directed:

(1) In general, the studies should be more narrowly focused, with only a few research questions addressed in each study.

(2) A list of specific policy-related and/or practice-related research questions should be assembled, and the questions should be prioritized by OBEMLA after consultation with the field. No research question should be included unless a clear statement can be made about who will use the results, and in what ways. The Department should then find the appropriate mechanisms to fund research projects on the highest priority questions.

(3) The nature of the studies should be guided by the nature of the research questions. Factors which would influence the selection of specific methodologies would include whether the questions were descriptive or

analytic in nature, the types of persons best able to provide the information, whether the data collection involves objective data or subjective measures, and the extent to which specific methodologies have successfully addressed similar questions in the past.

Our review suggests that much more attention and creativity needs to be directed towards the methods used for data collection. For example, we agree with Meyer and Fienberg (1992; 57.0) that survey research efforts should be preceded by an exploratory phase involving more qualitative research, in which the researchers observe program activities and informally interview potential survey respondents. Such investigations allow the researchers: (1) to assess the potential value of various survey research activities (e.g., can and will teachers provide this information?); (2) to understand the issues and concerns of practitioners; (3) to define the likely response categories for close-ended survey items; and (4) to understand the meanings, implications, and limitations of survey responses.

Also, the standard research methodologies have been inadequate for addressing a number of important research questions. For example, in attempting to provide a complete description of the services which a particular LEP student receives, a number of studies have found that no single person in a school can describe a student's entire school experience. This is true because in many cases teachers or other school staff have only a partial picture for that student. Case studies would appear to be an appropriate mechanism for developing more complete pictures, but case study methodologies most typically have focused on the classroom or school level, rather than the student level.

For some research questions, we suggest that a "journalistic-style inquiry" may be most appropriate for developing a more complete picture of the total educational experience of a student. Journalists are specifically trained: (1) to focus on the personal experiences of individuals; (2) to provide clear and concise answers to the questions of who, what, where, when, and why; (3) to concentrate on getting the facts right, and to obtain the needed information from varied sources as needed; and (4) to verify information if at all possible from at least two sources. This type of approach would be particularly suitable for cases where the services to be examined are provided by a range of individuals, and where often no one person can provide information about all of the services--as is often the case for LEP students.

As an example, a study to identify the full set of non-instructional services received by individual students would be a very appropriate one for a "journalistic style inquiry", since such services tend in particular are likely to be provided by a number of different persons or offices. In the case of a research topic such as this, we would envision a researcher visiting a school site, prepared with the names of individual students who would be the focus of the research. The researcher would ask questions of various staff as needed to identify formal and informal areas of non-instructional services provided, follow-up on leads mentioned, obtain confirming information, etc.

A journalistic-style inquiry could be combined with more traditional methods through the use of standardized reporting sheets, which can then be summarized across observations. Journalistic-influenced approaches would appear to be particularly useful for questions in which no single respondent or source can provide complete information, or in which respondents do not readily want to provide information or admit to unpopular beliefs or ideas. Journalistic-style inquiry could answer questions about a small but random sample of LEP students at a school, and the results across a random sample of schools could provide conclusions on a national basis.

In addition, we suggest that the use of interviews with LEP students or with former LEP students may be valuable and provide important information on services that cannot be validly obtained through other sources. The use of interviews with students to obtain information on services and other issues would very likely be most productive at the middle and high school grade levels (or with students who are older but have graduated or left school). Using the same example of a study on non-instructional services, the best source of information on what services have been received by a student would very likely be the student him/herself, given that many different persons may have functioned as liaisons with services.

2. Suggested Research Studies

The literature review has identified certain research questions that should be addressed in the future related to each of the four categories of findings (student, teacher, instructional, administrative). Below we present descriptions of several studies which have been suggested by the research findings. These studies are primarily descriptive in nature; in these areas we believe that we need to learn more prior to designing analytic studies comparing specific components or approaches. In listing these studies we have attempted to outline research approaches and to justify the purposes, rationale, and policy-related uses of the findings to be developed.

STUDY 1: A descriptive study of the services provided to low-literacy middle and high school students

Objective: To describe the nature of instructional services provided to students who enter middle and high-school grades with very limited or no literacy skills in their native language.

Rationale: Many schools and districts are facing large numbers of older students who enter without the level of literacy skills in their native language that would be expected for a student of their age. Without a basis of literacy knowledge in even their first language, these students present very special needs to educators. Given the older age of these students, there is also the issue of graduation requirements. More information needs to be obtained about the nature of the problem and about how districts and schools are providing for these students. Only after particular models have been identified, and a consistent rubric for describing the student populations, can a follow-up analytic study comparing different approaches be designed.

Research Questions: What are the goals of instruction for low-literacy middle and high-school students? What types of instructional services are received by low-literacy middle and high-school students? Do students receive vocational or job-skills training? What academic content area instruction do they receive?

Methodology: Case studies of highly-impacted districts would be carried out. A journalistic inquiry approach would be used to identify the sets of services received by individual students at each site. Again, as in the prior study, the sample of districts would be identified based on a national database; both middle and secondary schools would be included. An initial sample of 10-15 highly impacted districts would be visited where both middle and secondary schools with low-literacy recently arrived students would be available, and a sample of students would be included within each.

Policy Implications: The description of a variety of models for working with low-literacy middle and high school students can be used to inform districts nationwide about approaches that they can try in working with these students. As needed, specific materials to support selected approaches can be developed, and where necessary, involvement of districts and SEAs in issues surrounding graduation requirements for these students could be clarified.

STUDY 2: A descriptive study of non-instructional services provided to LEP students

Objective: To describe the informal and formal non-instructional services provided to LEP students at elementary, middle, and high school levels.

Rationale: Given that many LEP students come from low-income families, they are likely to be in need of many services to address non-instructional needs such as food, health care assistance, counseling, etc. These may be important aspects of effective programs; but none of the studies included in this review addressed non-instructional services.

Research Questions: What non-instructional services are provided? What formal and informal mechanisms are used to provide these? What student background characteristics are linked with need for non-instructional services? Typically, for what period of time or number of episodes does the LEP student's family utilize these non-instructional services? Do teachers play a role in linking families with social services when needed?

Methodology: A national study would be carried out, with students selected based on an analysis of a national sample of schools and students. A sample of about 30 schools would be selected, with about five students identified at each school. Researchers would visit the schools to obtain information on the five students' receipt of non-instructional services. At the middle and high-school level, students themselves would be interviewed for information on non-instructional services received.

Policy Implications: Findings would identify the level of importance of non-instructional services to LEP students and their families and would indicate the extent to which such services were critical to the student's ability to fully participate in school. Based on the findings of types of services provided and the formal and informal mechanisms through which they are provided, specific assistance and/or guidelines could be provided to schools and districts regarding the provision of non-instructional services. For example, it may be found that teachers are frequent sources of informal assistance but they usually do not have knowledge of the social services available or have any contacts they can go to for assistance. If so, development of training for teachers and information packets that they can use to resolve non-instructional service needs of their students' families could be developed and provided.

STUDY 3: A study of the beliefs of parents of LEP students regarding their role in their children's education and in the school

Objective: To describe the nature of beliefs held by parents of LEP students from differnet cultural backgrounds regarding what they feel their role in education should be.

Rationale: Parent involvement is considered an important component and valuable asset to an instructional program. Research suggests that home and community involvement bring important "funds of knowledge" to the educational process, and students see their parents value education through involvement. However, many programs find it difficult to communicate with and obtain involvement of parents of LEP students. There may be many different reasons for their lack of involvement; one very important one would be their beliefs regarding what their role should be. This is expected to vary from culture to culture.

Research Questions: What different beliefs do parents of LEP students hold regarding participation/involvement? What are parents' goals when they do become involved in some way? What prompts some families to become involved while others do not?

Methodology: Information on parents' beliefs would be obtained through focused interviews carried out in at least three different locations per language group to obtain a range of parent educational levels and income levels. Interviews would be carried out with a purposive sample of students from different linguistic/cultural groups: Spanish, Chinese, Vietnamese, Hmong, Russian, and Navajo parents by native speakers of the language. Sites would be identified based on schools with parent involvement activities and with speakers of the identified language groups, through use of a national sample.

Policy Implications: With information on parents' beliefs about their roles, schools and districts will be able to use the information to design better involvement programs that will take the differing viewpoints into consideration. In addition, districts and schools will better understand how parents who are less likely to come to the school might be given further assistance in understanding what they can do as parents to help their children succeed, based on the findings of the study.

STUDY 4: **A study of mainstream classroom teachers' beliefs regarding instruction of LEP students**

Objective: To describe the beliefs held by mainstream teachers who have LEP students in their classes regarding the instruction of LEP students. The objective will be to understand the underlying theory of learning of the teachers, the types of activities they use with LEP students in their classes, and the degree to which LEP students' activities are related to the activities of other students in the class.

Rationale: Often, the description of instructional services provided to LEP students is focused on the Bilingual or ESL component. However, research has emphasized the importance of the whole context of instruction and thus, certainly, the whole instructional experience received by a student is important. If mainstream teachers provide much of LEP students' instruction, as is the case for programs using pull-out models of services, a major component of services will be the instruction received by the LEP student within the regular class. Mainstream teacher's beliefs regarding LEP student instruction will be important to understand as a basis for defining further training need and need for additional resources.

Research Questions: What are mainstream teachers' beliefs regarding the types of learning activities that are most effective for LEP students in their classes? To what extent do mainstream teachers believe that LEP students in their class can become involved in the same instructional activities with non-LEP students? What types of materials do mainstream teachers believe are most effective for the LEP students in their classes?

Methodology: These types of data would best be obtained through a case study approach that would include intensive interviews with teachers, classroom observation, and review of materials.

Policy Implications: Based on information regarding mainstream teachers' beliefs, school and district personnel will be able to provide mainstream teachers with materials that they will find useful. In addition, information derived from this research would be useful to principals and other administrators who are attempting to build a more comprehensive environment of support for LEP students in their schools. Based on the findings, it will be possible to identify means of addressing mainstream teachers' concerns, and of providing information to answer their concerns.

STUDY 5: A descriptive study of principals' beliefs regarding instructional services for elementary, middle and high school students

Objective: To describe the beliefs and understandings on the part of principals at the elementary, middle, and secondary levels, regarding the instruction for LEP students, and to describe principals' beliefs regarding the roles and responsibilities of mainstream teachers in providing instruction to their LEP students.

Rationale: The emphasis on the whole school context for instruction implies that the role of the principal is an important one in facilitating coordination and collaboration among instructional staff, in developing a school-wide support for LEP students, and in providing support to teachers in their efforts to reach out to the community resources. Efforts to promote the development of school-wide support for LEP students will need to involve working with principals. However, as the research has shown, the beliefs held by persons regarding instruction and the learning process play an important role in the extent to which new behaviors and approaches will be accepted and implemented.

Research Questions: What are the beliefs of principals about instruction of LEP students, and what have been the sources of information provided to them? What would principals like to know about LEP students? What do principals need to know about LEP students to assist them in building school support for LEP students?

Methodology: The use of in-person interviews with principals at a sample of elementary, middle, and high schools, selected to include schools with large numbers of LEP students as well as schools with small numbers of LEP students. The information gained through the interviews would then be used to structure survey items for a broader survey of principals' beliefs regarding instruction of LEP students.

Policy Implications: The findings obtained would be used to provide principals and districts with guidance and information that would address the informational needs of principals related to LEP students and their instruction, that would address concerns regarding LEP students identified in the interview data, and that would offer suggestions to principals for building support for LEP students in their school.

STUDY 6: Study of mainstream classroom teachers' use of peer pairing within their classes.

Objective: To identify and describe one strategy that mainstream classroom teachers apparently use for working with LEP students in their classes.

Rationale: Mainstream classroom teacher's strategies for working with LEP students have not been described. However, the use of peer pairing or peer tutoring has been mentioned as a strategy by many mainstream teachers. Peer tutoring in other instances has been found to be an effective means of assisting students. However, we do not know how mainstream teachers utilize peer pairing, what language use restrictions they place, if any, what types of pairs they create, etc.

Research Questions: To what extent do mainstream teachers use peer-pairing of LEP students in their classes? How do they utilize the peer pair? How are students paired? How is the work carried out by the pair related to the work carried out by others in the class? How effective do teachers believe peer-pairing is? In what way do they see peer-pairing assisting the students?

Methodology: The first phase would involve case studies of approximately five sites where use of peer-pairing was reported by teachers. The case study research would involve focused interviews with teachers regarding their use of peer-pairing in the classroom. Based on the findings of the case studies, survey items would be developed for a national survey on the use of peer-pairing by mainstream teachers who teach LEP students.

Policy Implications: Based on the findings, schools would be able to provide guidance to teachers regarding their use of pairing, offering suggested ways to pair students, problems that might arise, how to structure the activities of the pair, etc.

STUDY 7: **Study of mainstream classroom teachers' use of aides in work with LEP students.**

Objective: To identify and describe the use of aides by mainstream teachers who teach LEP students in their classes.

Rationale: Mainstream classroom teacher's strategies for working with LEP students have not been described. However, many mainstream teachers have aides placed in their classes. Some of these aides may have language skills in the native language of the LEP student; although not all will. Often the only service received by a student within smaller districts will be the part-time services of a bilingual aide in the class. We do not know how teachers use these aides.

Research Questions: How do mainstream teachers of LEP students utilize bilingual aides placed in their classes? How do mainstream teachers of LEP students use monolingual English-speaking aides? What types of support activities of the aide are viewed as most helpful to the teacher's ability to work with the LEP students?

Methodology: As for the research on teacher use of peer-pairing, case study research involving interviews and observation would be carried out initially. A survey instrument would then be developed based on the findings of the case studies.

Policy Implications: Based on the findings, schools would be able to provide guidance to teachers regarding their use of aides and/or would be able to better development training and materials to assist mainstream teachers who teach LEP students.

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APPENDICES

Appendix A: Alphabetical Listing by Author of Studies Reviewed and References Cited

Appendix B: Summary of Studies: Chronological Listing

Appendix C: Overview of Methodologies in Federally Funded Research Studies

APPENDIX A:

Alphabetical Listing by Author of Studies Reviewed and References Cited

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APPENDIX B:

Summary of Studies:
Chronological Listing

APPENDIX B

This Appendix provides draft summaries of each study, including basic reference information, research objectives and methodology, a summary of the study approach and findings, and any recommendations or caveats/limitations noted in the study. The following explain abbreviations used in this appendix:

"APA" indicates whether reports include any findings related to Asian/Pacific American populations: Y = Yes; N = No.

"Findings" indicates study findings identified by the following categories: S = Student; T = Teacher; I = Instruction; and A = Administrative.

1.0 STUDY: BILINGUAL INSTRUCTIONAL FEATURES PLANNING STUDY

1.1 TITLE: Bilingual Instructional Features Planning Study: Working Definitions of Terms for the Bilingual Instructional Features Study (Planning Paper 1)

AUTHOR: Nieves-Squires, Sarah; Goodrich, Robert L.

YEAR: 1980 CONTRACT #: NIE400-79-0071

ORGANIZATION: Abt Associates, Inc.

APA: N FINDINGS: T, A

OBJECTIVES:

The objectives were to develop full working definitions for the terms "bilingual education", "consequences for children", "instructional features", "significant", and "model". The actual working definitions used for the Bilingual Instructional Features Planning Study (BIFS) were selected from the alternatives presented in this paper.

METHODOLOGY:

Two to three alternative meanings of each of the five terms to be defined were discussed, as well as the implications for the design of the instructional dimensions of the study.

SUMMARY:

This is a discussion of working definitions of terms for use in the Bilingual Instructional Features Study (BIFS). The terms discussed are "bilingual education', "consequences for children', "instructional features", "significant", and "model". Alternative definitions and the implications of each for the study design are presented.

1.2 TITLE: Bilingual Instructional Features Planning Study: A Bibliography of Significant Features in Bilingual Education Programs (Planning Paper 2)

AUTHOR: Nieves-Squires, Sarah; Bodinger-DeUriarte, Cristina; Goodrich, Robert; Barberena, Celia; Gomez, Ruth; Grun, L.C.; Lewis, C.J.; Salinas, E.;Trevino-Martinez, R.

YEAR: 1980 CONTRACT #: NIE400-79-0071

ORGANIZATION: Abt Associates, Inc.

APA: N FINDINGS: T,A,I

OBJECTIVES:

The purpose of this report was to identify what is already known about the significant instructional features of bilingual education programs, including costs The results of this report were used in the planning of the Bilingual Instructional Features Planning Study (BIFS).

METHODOLOGY:

The methodology included a literature review which surveyed traditional (e.g. dissertations, books, articles) and "nontraditional" sources (handbooks, sourcebooks, pamphlets). A content analysis of the materials was then conducted.

SUMMARY:

This document, the second in a series of reports, presents an annotated bibliography of papers, articles, pamphlets and books relating to instructional features of bilingual education. The bibliography has been classified on the basis of a content analysis of the sources surveyed.

1.3 TITLE: Bilingual Instructional Features Planning Study: Planning Factors for Studies of Bilingual Instructional Features (Planning Paper 3)

AUTHOR: Goodrich, Robert L.; Leinhardt, Gaea; Cervenka, Edward; Llanes, Jose; Carrasco, Robert

YEAR: 1980 CONTRACT #: NIE400-79-0071

ORGANIZATION: Abt Associates, Inc.

APA: N FINDINGS: T, A, I

OBJECTIVES:

The purpose of this report was to identify and discuss factors that should be considered in planning bilingual education instructional features studies, to raise questions as to what should be studied and what specific research questions might be addressed, and to discuss the design considerations which arise from those questions.

METHODOLOGY:

The methodology included a survey of existing research methodologies and conversations with other researchers. The research factors that were considered included sample design (e.g., stratification, site selection, sample size and statistical power, sampling method) analytic studies (e.g., qualitative and quantitative paradigms, cultural/linguistic groups, linguistic proficiency, comparison groups, contextual effects, generalizability etc.); measurement issues (e.g., measurement techniques, measures of language proficiency and dominance); and management; organization; and phasing issues.

SUMMARY:

This report is the third in a series designed to assist in the planning of new research studies of instructional features of bilingual education. The intent of the report was to identify and discuss research design issues that should be considered in the planning of large and small scale studies.

1.4 TITLE: **Bilingual Instructional Features Planning Study: Feasibility and Credibility of Bilingual Features Instructional Study Plans: Field Verification (Planning Paper 5)**

AUTHOR: Goodrich, Robert; Nieves-Squires, Sarah; Bodinger-DeUriarte, Christina

YEAR: 1980 CONTRACT #: NIE400-79-0071

ORGANIZATION: Abt Associates, Inc.

APA: N FINDINGS: T, A, I

OBJECTIVES:

The objectives of this report were to assess the feasibility and credibility of the proposed Bilingual Instructional Features Study (BIFS).

METHODOLOGY:

The appropriateness of the study design was evaluated through a field verification process conducted in five sites: Los Angeles, New York City, Miami, Rough Rock, AZ, and Oakland, CA. Respondents were LEA and SEA personnel, school personnel, community people, and parents. 123 open ended interviews were conducted by local teams over a two week span during February, 1980. Responses were content-analyzed and tallies were prepared. A report prepared from these tallies included a description of the design and implementation of field verification, synthesis of responses, and implications of findings.

SUMMARY:

This report summarizes the results of 123 interviews conducted in five sites across the nation. The purpose of the investigation was to verify the credibility and acceptability of a set of working definition of terms and of various research designs previously considered (see Planning Papers 1 and 3 respectively). Most practitioners considered the definition of bilingual education to be closely tied to the role of two languages in the instruction of language minority LEP children. All respondents cited positive short and long-term consequences of bilingual education, including better attendance, economic success, and improved social relation. A few reported negative consequences, such as isolation from the mainstream. A number of features were regarded as significant for bilingual education. The three features emphasized by teachers and principals across the 5 sites were the teaching of ESL, maintenance, and teacher qualification.

CAVEATS/LIMITATIONS:

It was recommended that eight sites (one from each language/geographical stratum) be selected for the proposed study. No more than two full-time, on-site staff should be hired for each site.

2.0 STUDY: CASE STUDIES OF DELIVERY AND COST OF BILINGUAL EDUCATION

TITLE: Case Studies of Delivery and Cost of Bilingual Education

AUTHOR: Carpenter-Huffman, Polly; Samulon, Marta

YEAR: 1981 CONTRACT #: Rand N-1684-ED

ORGANIZATION: Rand

APA: Y FINDINGS: S,T,A,I

OBJECTIVES:

The purpose of the study was to estimate cost to the nation's economy of regulations proposed in August, 1980, for bilingual programs. More specifically, the study focused on three questions fundamental to federal policy in bilingual education: How does provision of bilingual education vary among LEAs; why do these variations arise; how do these variations affect cost.

METHODOLOGY:

Methodology included selection of six LEA's that varied in size, program type, and LEP enrollments, in the Western United States (to save travel), and that had fairly well-established bilingual programs. Researchers conducted structured interviews with superintendents, bilingual program directors, budget directors, school principals, teachers, and aides in a random selection of 60 schools and about 150 teachers from lists provided by staff of bilingual programs. Programs in sample sites served speakers of Spanish, Asian-Pacific, and Russian languages. Descriptive analyses were conducted of service delivery models and related costs.

SUMMARY:

This report presented empirically based estimates of the added cost of bilingual education in six school districts located in the Western U.S.. Based on case studies of 60 schools, the report presents findings and problems related to the identification and assessment of language minority, limited English proficient students, bilingual and ESL programs and staffing, and funding of these programs. New methods derived from economic principles were used for computing added cost. At the sample sites, the total added cost of bilingual programs ranged from $200 to $700 per pupil. Between 50% to 70% of the added cost was accounted for by the added cost of instruction, and it depended strongly on the mode of delivery. Delivery procedures, in turn, depended on Local Education Agency (LEA) policy, numbers of LEP students, their primary languages, availability of staff, and enrollment trends. More data is needed to estimate the cost of bilingual programs nationwide.

RECOMMENDATIONS:

In computing added cost, the researchers recommended spreading added cost over all students in the classroom, not just the LEP students. Added cost should be estimated in five steps: estimate the total cost of education including the bilingual program for LEP and non-LEP students taken together; divide the total cost by the sum of LEP and non-LEP students to get the cost per student; estimate the total cost of education for the same number of students without the bilingual program (baseline cost); divide the baseline cost by the number of students; subtract the cost-per-student (step 4) from the cost-per-student (step 2) However, in the absence of a bonafide baseline cost, the procedure must be modified.

CAVEATS/LIMITATIONS:

Due to time and resource constraints the study did not use a nationally representative sample of the nation's bilingual programs, and it did not take full advantage of early study findings as the study progressed. There was no time to collect and analyze all potentially useful data in the larger LEAs. There was no bonafide baseline cost.

3.0 STUDY: A COMPARISON OF THE EFFECTS OF LANGUAGE BACKGROUND AND SOCIOECONOMIC STATUS ON ACHIEVEMENT AMONG ELEMENTARY SCHOOL STUDENTS

TITLE: A Comparison of the Effects of Language Background and Socioeconomic Status on Achievement Among Elementary School Student (Draft Final Report)

AUTHOR: Rosenthal, Alvin; Milne, Ann; Ginsburg, Alan; Baker, Keith

YEAR: 1981 CONTRACT #: 300-75-0332

ORGANIZATION: AUI Policy Research

APA: N FINDINGS: S,I

OBJECTIVES:

The objectives were to compare the relative effects of socioeconomic status (SES) variables and home language variables on achievement level and learning.

METHODOLOGY:

The methodology involved an analysis of data collected for the Sustaining Effects Study (SES). From the national SES sample, 15,000 students were selected for the sample. A regression analysis was done separately for math and reading for each grade based on achievement level and school-year learning.

SUMMARY:

This study compares the relative effects of socio-economic status variables and home language variables on achievement level and school learning or achievement change. Results in this draft final report indicate that socio-economic status had a much greater effect than home language background on educational achievement. In addition, differences in achievement level between low and high socio-economic status students was found to be much greater than the differences between English and non-English students. Thus, screening the home language background to identify students for services will produce little ultimate benefit.

CAVEATS/LIMITATIONS:

The study measured the effects of home language background on achievement, but did not investigate the relationship of the child's own language skills to achievement, which may find different results.

4.0 STUDY: EFFECTIVENESS OF BILINGUAL EDUCATION: A REVIEW OF THE LITERATURE

TITLE: Effectiveness of Bilingual Education: A Review of the Literature (Final Draft Report)

AUTHOR: Baker, Keith; de Kanter, Adriana

YEAR: 1981 CONTRACT #: None specified

ORGANIZATION: Office of Planning, Budget, and Evaluation (Department of Education)

APA: N FINDINGS: I

OBJECTIVES:

The objectives were to review the language-minority research literature in relation to two questions: (1) does transitional bilingual education lead to better performance in English, and (2) does transitional bilingual education lead to better performance in nonlanguage subject areas.

METHODOLOGY:

An initial examination of more than 300 documents concerning bilingual education was carried out. Studies were included in the final review if they were true experiments with random assignment to treatment and control group or studies with non-random assignment which controlled for initial differences. Only 28 studies met the established criteria. Findings from these studies were organized by the comparisons they examined and aggregated by result (positive, negative, no difference).

SUMMARY:

This report explores the effectiveness of transitional bilingual education based on a review of the relevant research literature. Based on the review findings, the authors concluded that there is no firm empirical evidence supporting the effectiveness of Transitional Bilingual Education programs. They recommended that federal policy be flexible and allow schools to develop instructional programs which fit their needs.

RECOMMENDATIONS:

Several recommendations resulted from this review: 1. The federal government should not place exclusive reliance on Transitional Bilingual Education; 2. Federal policy should be flexible and allow school sites to develop instructional programs that suit them and their students. 3. Structured immersion demonstration programs should be funded and systematically evaluated; 4. Improved bilingual research and program evaluations are needed. The authors also suggested broadening the research agenda to include a) an examination of how language minority children's language deficiencies differ in their home language and English; b) an examination of the effectiveness of alternative instructional approaches and how they meet the needs of different types of language minority children; c) a re-examination of the theory of Transitional Bilingual Education; d) a formulation of structured immersion curricula; e) an examination of the methods used in English as a second language instruction; and an examination of the qualifications and degree of fluency of bilingual education teachers.

5.0 STUDY: ADDRESSING THE NEEDS OF LANGUAGE-MINORITY CHILDREN: ISSUES FOR FEDERAL POLICY

TITLE: Addressing the Needs of Language-Minority Children: Issues for Federal Policy (Final Draft)

AUTHOR: Birman, Beatrice F.; Ginsburg, Alan

YEAR: 1981 CONTRACT #: None specified

ORGANIZATION: Office of Planning, Budget, and Evaluation (Department of Education)

APA: N FINDINGS: S,A,I

OBJECTIVES:

The objectives were to present an overview of issues raised by papers commissioned by the Office of Planning, Budget and Evaluation (OPBE) or written by its staff members.

METHODOLOGY:

Six studies in critical policy areas were examined in order to provide evidence on which to base a re-examination of the Federal policies to provide bilingual education to the exclusion of other approaches.

SUMMARY:

This report presents an analysis of issues raised by six papers commissioned by the Office of Planning, Budget, & Evaluation (OPBE), as well as other recent research. These studies examined critical policy areas in order to provide support and evidence for a re-examination of Federal policies. Overall, the research emphasizes the need to assess adequately the student's home language proficiency, and to explore alternative approaches to transitional bilingual education.

RECOMMENDATIONS:

The problems of language minority children are too complex to have one nationally mandated instructional approach. Transitional bilingual education should not be the sole approach encouraged by federal policy. States and school districts should have greater discretion to decide the type of special program most appropriate for them. The need exists for improved bilingual research and program evaluations.

6.0 STUDY: CHILDREN'S ENGLISH AND SERVICES STUDY

TITLE: Children's English and Services Study: Educational Needs Assessment for Language Minority Children With Limited English Proficiency

AUTHOR: O'Malley, J. Michael

YEAR: 1982 CONTRACT #: None specified

ORGANIZATION: InterAmerica Research Associates, Inc.

APA: N FINDINGS: S, A, I

OBJECTIVES:

The objectives of this report were to assess the educational needs of children with limited English proficiency and to improve the instructional services provided to them.

METHODOLOGY:

The methodology included an external review group composed of 30 staff representatives who established criteria to define limited English proficiency among language minorities and developed specifications to collect information on school services to language minority students. A test was specifically designed to determine LEP status and was given to children within households that were interviewed (household survey). Questionnaires were given to schools to identify educational needs (through the pupil survey). The sample was drawn to provide representative numbers of children in California, Texas, New York and in the remainder of the country. The student response rate in Texas was 10 percent and thus Texas was dropped from the analysis. The California student response rate was also low but sufficient for inclusion in the national analysis. No state analysis is reported.

SUMMARY:

The purpose of the report was to determine the educational needs of LEP children and the special services provided to them. Additionally, the study provided estimates of the numbers of LEP children speaking Spanish as a native language and aggregates of all other language minorities. The results, based on information on a sample of about 1,000 language minority LEPs, show that about one-third (34%) of limited English proficient children 5-14 years of age receive special instruction, including ESL and bilingual education. The evidence suggests that Federal- and State-supported bilingual education programs do not focus on maintaining the children's native language. For example, the percentage of LEP children receiving bilingual instruction decreased from grades K-6 (54%) to grades 7-9 (17%).

CAVEATS/LIMITATIONS:

The overall response rate on the pupil survey was low (67%). School-based identification assessment policies and procedures differed from that used in this study (i.e., from the test specifically designed for determining LEP status). These factors, along with the exclusion of Texas from data analysis, reduce the generalizability of the study.

7.0 STUDY: LIMITED ENGLISH PROFICIENT STUDENTS: A REVIEW OF NATIONAL ESTIMATES

TITLE: . Limited-English Proficient Students: A Review of National Estimates

AUTHOR: Ulibarri, Daniel

YEAR: 1982 CONTRACT #: 00CA80-0001

ORGANIZATION: National Center for Bilingual Research

APA: N FINDINGS: S

OBJECTIVES:

The objectives were to identify the reasons for the differences between estimates of the number of children in need of bilingual or special educational language services.

METHODOLOGY:

The review consisted of an examination of four recent studies containing estimates of the language minority and/or limited-English proficient children. The review includes a discussion of conceptual and operational definitions of the language minority LEP population and specific ways in which the four studies differed.

SUMMARY:

This report describes the results of a comparison of four studies which attempted to estimate the language minority population in United States schools. A review of these studies revealed that the discrepancies in findings were a product of differences in the underlying purposes, the definitions of the target populations, the methodologies, and the data bases used.

RECOMMENDATIONS:

Since estimates of the language minority LEP population are derived from different goals and methods, caution should be taken before accepting any one estimate for educational planning.

8.0 STUDY: A STUDY OF BILINGUAL INSTRUCTIONAL PRACTICES IN NONPUBLIC SCHOOLS

TITLE: A Study of Bilingual Instructional Practices in Nonpublic Schools

AUTHOR: Elford, George; Woodford, Protase

YEAR: 1982 CONTRACT #: 400-81-0040

ORGANIZATION: Educational Testing Service

APA: N FINDINGS: T,A,I

OBJECTIVES:

The objectives were to investigate bilingual education in non-public schools and to identify ways in which non-public schools serve the language learning needs of American youth.

METHODOLOGY:

Methodology included identifying non-public schools with effective bilingual programs from a multiple source approach, including a review of journals and newspapers, nominations from non-public school and bilingual education groups and agencies, nominations from the study's advisory committee, and through a series of regional idea-sharing sessions with non-public school bilingual educators. Site visits were conducted at 24 non-public schools selected on the basis of program characteristics, location, and sponsorship.

SUMMARY:

This study reports on a project investigating bilingual education in nonpublic schools. Using a broad definition of bilingual education and a case study approach, the project identified the range of bilingual instructional programs and apparently effective practices in nonpublic schools. The authors noted that three models (enrichment, submersion, and English as a Second Language) tended to characterize the private sector offerings in bilingual education. A bilingual education is not an important feature of most full-time private schools, and decisions about methods and materials are left largely to teachers. Bilingual services of nonpublic schools tended to follow patterns related to the different categories of schools such as parochial, Hebrew, and independent schools. They point out that support services for language instruction that are available in most public schools are not available in nonpublic schools. However, some private school educators are reluctant to accept, and perhaps become dependent on, federal assistance to support activities they value for fear it may be withdrawn.

RECOMMENDATIONS:

Researchers noted that if new and useful bilingual instructional practices are to develop in the private sector, attention must be given to linkages and resources that tend to make such developments possible. Direct government assistance to specialized language schools in the private sector would be feasible if secular private schools were not grouped with denominational schools. Substantive, positive information of the effectiveness of bilingual education must be released before it can be promoted in private schools.

CAVEATS/LIMITATIONS:

Researchers pointed out that generalizations from the study must be qualified became non-random procedures were used in school selections and the number of schools visited was small.

9.0 STUDY: EVALUATION OF THE IMPACT OF THE PART A ENTITLEMENT PROGRAM FUNDED UNDER TITLE IV OF THE INDIAN EDUCATION ACT

9.1 TITLE: Monograph 1: Academic Performance, Attendance, and Expectations of Indian Students in Public Schools

AUTHOR: Young, Malcolm; Hopstock, Paul (Eds.)

YEAR: 1983 CONTRACT #: 300-80-0862

ORGANIZATION: Development Associates, Inc.

APA: N FINDINGS: I

OBJECTIVES:

Monograph 1 provided a detailed description of data collected on Native American student achievement and attendance. It is one of a series of documents which reports on the impact of the Title IV, Part A program of the Indian Education Act.

METHODOLOGY:

A stratified random sample of all Title IV, Part A projects in public school districts which had been operating 3 or more years and with 30 or more American Indian/ Alaska Native students were visited during 1981-1982 (115 projects). Detailed analyses of information on academic achievement were provided, including ratings by parents and teachers. School attendance and retention data were obtained from school records, principals, teachers, parents, students and project staff. Information of the knowledge and aspirations of post-secondary options and the post high school educational and employment activities of a sample of Indian high school students were also collected.

SUMMARY:

This monograph, one of a series of documents reporting on the impact of Part A of the Indian Education Act, describes data collected on Native American student achievement, attendance, and educational aspirations. Findings indicate that overall American Indian student attendance is consistent with the general population. Although programs were perceived as having an impact on attendance, substantial changes in attendance rates were not found. However, students who had been served by the Title IV, Part A project were more likely to have aspirations for post-secondary education. There were no clear findings concerning the impacts of Part A projects on achievement test scores; however, American Indian students scored below the means on standardized achievement tests in mathematics and reading.

CAVEATS/LIMITATIONS:

The data on post-high school activities of Indian students were not representative of the entire Indian population because a number of Indian students drop out before they reach the 10th grade.

9.2 TITLE: Monograph 2: The Cultural Instruction Component of Title IV, Part A Programs in Public Schools

AUTHOR: Reimer, John; Russell, Robert; Grimsley, Gary

YEAR: 1983 CONTRACT #: 300-80-0862

ORGANIZATION: Development Associates, Inc.

APA: N FINDINGS: S,I

OBJECTIVES:

Monograph 2 provided a detailed description of data collected on Native American student cultural attitudes and knowledge. It is one of a series of documents which reports on the impact of the Title IV, Part A program of the Indian Education Act.

METHODOLOGY:

As part of a larger study evaluating the Title IV, Part A program, data were collected during the fall and spring of the 1981-82 school year from a stratified, random sample of all Part A projects in public school districts which had been operating 3 or more years and which had 3 or more American Indian/Alaska Native students. The data in this monograph are based on the 74 projects which had cultural instruction or activities components. The data were collected from local school administrators, project directors, project staff, parent committee members, public school principals, teachers, leaders in the Indian community, Indian students, and parents of Indian students. A variety of quantitative and qualitative procedures were used including questionnaires, interviews, and file reviews.

SUMMARY:

Monograph 2 describes the cultural instruction or activities component of the Part A Program and assesses their impact and relevancy in terms of satisfaction, appropriateness, and importance based upon the collective judgments of respondents representing the school districts, the Indian community, and American Indian students. Overall, findings indicated that Part A cultural instruction programs provided a variety of topics and activities on a regular basis throughout the school year. Although few (16%) of the districts had provided any cultural instruction or activities to Indian children prior to the local Part A program, the need for such programs was rated very important by many respondents. Community members and parents attributed student improvement in several areas to the program, including increased knowledge of, and pride in, Indian culture and heritage, and increased knowledge and skills in creative arts and crafts. One quarter (23%) of the parents surveyed thought their own knowledge of Indian culture had improved because of their local Part A project. Nearly one-half of the teachers involved in the programs had made revisions in their curricula to better reflect Indian history and cultural heritage.

10.0 STUDY: **A DESCRIPTIVE STUDY OF THE CLASSROOM INSTRUCTION COMPONENT OF THE ESEA TITLE VII BILINGUAL EDUCATION PROGRAM**

10.1 TITLE: Selected Case Histories: A Descriptive Study of the Classroom Instruction Component of the ESEA Title VII Bilingual Education Program

AUTHOR: Cardenas, Rene F.; Rudes, Blair A.

YEAR: 1983 CONTRACT #: 300-79-0675

ORGANIZATION: Development Associates, Inc.; Abt Associates, Inc.

APA: Y FINDINGS: I, A

OBJECTIVES:

The objectives were to describe the characteristics of a representative sample of Title VII-funded basic bilingual education projects; to identify groups of projects which appeared to represent distinctly different instructional approaches to the education of LEP children; to determine project objectives; to determine the relationship between skills addressed by the projects and those skills necessary to function effectively in an English-medium classroom in the United States; to determine the degree of program implementation among local education agencies; and to identify factors that enhance or impede project implementation.

METHODOLOGY:

The methodology included mailing questionnaires to project directors and Parent Advisory Committee (PAC) chairs. A representative sample (stratified random sample) of 60 sites serving grades K-6 was selected for site visits with intensive interviews with local and district personnel (superintendents, principals, project directors, federal program directors, federal program coordinators, teachers, teacher aides, parent advisory committee chairs). Out of the 60 sites selected, 18 case histories and 4 case studies were selected for this volume. Selection was based on the applicability to major objectives of the study, potential reference to several data topics of the Technical Report, and intrinsic interest. The case histories and case studies provide a context for interpreting the results from the study and provide examples from particular programs which illustrate these findings. They also illustrate particular program features which, while not correlated with specific study results, contribute to understanding the ways in which Title VII Bilingual Education programs are implemented. This volume includes 5 Asian language case histories which is out of proportion to the numbers, 2 mixed (Asian and Spanish), 13 Spanish, 1 Native American, and 1 Middle Eastern.

SUMMARY:

The case histories described in this report provide a context for the findings discussed in the other documents associated with the study. 22 individual projects selected from 60 case histories and six case studies are profiled. Topics covered in the analysis include instructional approach, parent/community involvement, adaptation to local contexts, innovative programs, materials development, coordination of special programs, and State Education Agency involvement. Findings suggest a correlation between ethnic/language groups and the instructional approach used. For example, programs serving mixed language groups showed a tendency toward a transitional or ESL approach. Case histories indicated that this tendency is a result of such pragmatic factors as the difficulty in finding adequate staff and materials for several language groups. In the area of parent/community involvement, findings indicated that when parents and community members believe that education is the purview of the schools, efforts to increase involvement are less successful. Additional findings suggest that diversity in program types and methodologies result from the adaptations of projects to the needs, wishes, and demographics of the local community.

10.2 TITLE: Technical Report: A Descriptive Study of the Classroom Instruction Component of the ESEA Title VII Bilingual Education Program

AUTHOR: Cardenas, Rene F.; Proper, Elizabeth C.; Goldsamt, Milton R.; Baltzell, Catherine P.; Cervenka, Edward J.; Day, Harry R.; Goodson, Barbara

YEAR: 1983 CONTRACT #: 300-79-0675

ORGANIZATION: Development Associates, Inc.; Abt Associates, Inc.

APA: Y FINDINGS: S,T,A,I

OBJECTIVES:

The objectives were to describe the characteristics of a representative sample of Title VII-funded basic bilingual education projects; to identify groups of projects which appeared to represent distinctly different instructional approaches to the education of LEP children; to determine project objectives; to determine the relationship between skills addressed by the projects and those skills necessary to function effectively in an English-medium classroom in the United States; to determine the degree of program implementation among local education agencies; and to identify factors that enhance or impede project implementation.

METHODOLOGY:

Methodology included questionnaires mailed to all Title VII Basic project directors and to Parent Advisory Committee (PAC) chairs. A sample of 60 representative sites were visited, and intensive interviews were conducted with local and district personnel (superintendents, principals, project directors, federal program directors, federal program coordinators, teachers, teacher's aides, parent advisory committee chairs). Sites were selected with a stratifed random sampling procedure and were statistically representative of 401 projects serving grades K-6. The stratification variables included types of language, number of languages, geographic region, total numbers of students received, and year of funding. Samples were drawn from a computerized data base containing all projects funded in 1980-81 (representing 524 local projects in United States and its territories). The mail questionnaire sought to gather detailed project-level descriptive information. The site visits/interviews focused on obtaining more detailed project-level information as well as school, grade, and individual (principal, teacher) level information. On-site documents were reviewed for additional information in the development of the case histories.

SUMMARY:

This report describes the characteristics of the classroom instructional component of Basic projects funded under the Elementary and Secondary Education Act (ESEA) Title VII Bilingual Education Program. The results of the study showed that in FY1980 there were 524 basic projects serving between 160,000 - 200,000 LEP children. Overall, project staff were qualified and experienced. 98% of the projects had Parent Advisory Committees. Instructional approaches, including language used for instruction, varied across projects; however 97% of the projects reported improved English language skills as one goal of instruction. The program has been only partially successful in terms of institutionalization at the local level, with Title VII remaining the primary source of funding for projects. Overall, the results suggest that the program is changing to meet new circumstances and types of students.

RECOMMENDATIONS:

Instructional approaches should be examined at the classroom and student levels. More staff training is needed, and more effective parent participation is needed in some projects.

11.0 STUDY: ESTIMATING THE NUMBER OF LANGUAGE MINORITY AND LIMITED ENGLISH PROFICIENT PERSONS IN THE U.S.

TITLE: Estimating the Number of Language Minority and Limited English Proficient Persons in the U.S.: A Comparative Analysis of the Studies

AUTHOR: Macias, Reynaldo F.; Spencer, Mary

YEAR: 1984 CONTRACT #: None specified

ORGANIZATION: National Center for Bilingual Research

APA: Y FINDINGS: S

OBJECTIVES:

The objectives were to analyze the reasons for discrepancies in estimates of the number of LEP children in six national studies and to clarify the implications of relying on one or the other of these estimates.

METHODOLOGY:

The research methodology includes reviews of the purpose, conceptualization, measures and measurement process, samples, and results of four data sets: (1) The Survey of Income and Education of 1976; (2) The Children's English and Services Study of 1978; (3) The Study of Sustaining Effects of Compensatory Education on Basic Skills; and (4) The Office of Civil Rights/ED Elementary and Secondary School Survey of 1978. In addition, 1980 census data and six reports from national studies based on the data sets were reviewed.

SUMMARY:

This study presents an analysis of the research approaches, methodologies, and results of six national studies that estimated the number of limited English proficient children. The six studies were compared and analyzed to determine the source of differences in estimates, and to outline the implications of relying on any one of the estimates.

RECOMMENDATIONS:

The recommendations were to inform policy makers that the estimate (and thus definition) they use to plan educational services will effectively include or exclude different children, to conduct a careful study describing the educational and social characteristics of children defined by one estimate versus another, and to do case studies of children with various characteristics used to define the populations so policymakers can qualitatively understand the implications of using one estimate over another.

12.0 STUDY: **DEMOGRAPHIC PROJECTIONS OF NON-ENGLISH LANGUAGE BACKGROUND AND LIMITED ENGLISH PROFICIENT PERSONS IN THE U.S. TO THE YEAR 2000**

12.1 TITLE: Changes in Numbers of Non-English Language Background and Limited English Proficient Persons in the United States to the Year 2000: The Projections and How They Were Made

AUTHOR: Oxford, Rebecca; Pol, Louis; Lopez, David; Stupp, Paul; Peng, Samuel; Gendell, Murray

YEAR: 1980 CONTRACT #: OE300-79-0737

ORGANIZATION: InterAmerica Research Associates, Inc.

APA: Y FINDINGS: S

OBJECTIVES:

The objectives were to project the numbers of non-English language background (NELB) and LEP persons in the U.S. to the year 1000; to provide detailed data on NELB and LEP persons in terms of nation, state, age and language and; to provide data which will be useful in planning educational programs involving significant numbers of NELB and LEP children, as well as adult and post-secondary programs.

METHODOLOGY:

The Cohort Component Prevalence Rate Method was used to project populations figures by age, language, and geographic area, using 1976 as a base year. To determine the number of LEPs, the non-English-language-background (NELB) population was first projected, then multiplied by the LEP to NELB ratio (LEP rates). LEP rates were calculated from findings from the Children's English Services Study (CESS) and the 1976 Survey of Income and Eduction (SIE). United States Census data was also used in some calculations.

SUMMARY:

Using 1976 as a base year, this report provides projections of non-English-language-background (NELB) and limited English proficient (LEP) persons in the United States until the year 2000. Breakdowns are presented by language, age, and state and geographic area. The NELB population was projected to increase from 28 million in 1976 to 39.5 million in the year 2000. Spanish language background persons were projected to increase in both absolute numbers and as a percentage of the total NELB population. Despite a temporary decline in 1980 and 1985, the overall number of LEP children, age 5 - 14, was expected to increase in the 24-year period. The proportion of Spanish language background LEP persons was also projected to increase from 71% in 1976 to 77% in the year 2000.

RECOMMENDATIONS:

Educational planners will need to find ways to meet the needs of the Spanish language background population while also providing for smaller, yet significant concentrations of other LEP students. New projections should be made using 1980 Census data, and should resolve some of the methodological problems which surfaced in this study.

CAVEATS/LIMITATIONS:

These data should be used with caution. Problems encountered by this projection effort included a lack of usable information about the immigrant and refugee population, an inability to differentiate growth rates and age structure of the base population by all relevant language groups, and use of a single set of Census Bureau population projections.

12.2 TITLE: **Demographic Projections of Non-English Language Background and Limited- English-Proficient Persons in the United States to the Year 2000 by State, Age, and Language Group**

AUTHOR: Oxford-Carpenter, Rebecca; Pol, Louis; Lopez, David; Stupp, Paul; Gendell, Murray; Peng, Samuel

YEAR: 1984 CONTRACT #: OE-300-79-0737

ORGANIZATION: InterAmerica Research Associates, Inc.

APA: Y FINDINGS: S

OBJECTIVES:

The purpose of this study was to make demographic projections of the U.S. Limited English Proficient population for the years 1980, 1985, 1990, 1995 and 2000 in 3 categories: age, language and state.

METHODOLOGY:

Demographic projections of the U.S. Limited English Proficient population to the year 2000 were derived from the total Non-English Language Background (NELB) population using 1976 as a base year. LEP rates (NELB-to-LEP ratios) were also determined for each language group. Four main data sources were used: the 1975 Current Population Survey-Survey of Languages Supplement (CPS-SLS), the 1976 Survey of Income and Education (SIE), the 1976 Children's English and Services Study (CESS); and the US Bureau of the Census population projections to the year 2000.

SUMMARY:

This report provides demographic projections of non-English-language-background (NELB) and limited English proficient (LEP) persons in the United States to the year 2000. Findings indicate that the number of NELB persons will steadily increase from 28 million in 1976 to 39.5 million in 2000. Spanish-language-background persons are projected to rise in both absolute numbers and as a percentage of the total NELB population, with a continued high concentration of NELB persons in California, New York and Texas. NELB children from ages 5-14 will equal 5.1 million by the year 2000 with temporary declines throughout the 1980s. The number of LEP students in this age group will also increase, especially in the Spanish and Asian groups. LEP rates are highest among Spanish, Vietnamese, and Navajo language groups.

RECOMMENDATIONS:

The expected increase in the number of school-age, Spanish language background limited English proficient persons in California and Texas has profound implications for the development of educational strategies and the allocation of programs and resources. In designing programs, however, administrators must also consider the needs of other limited English proficient groups. The very high limited English proficient rates among Vietnamese, Navajo, and Yiddish language groups, for example, may also have importance for educational planning.

CAVEATS/LIMITATIONS:

Due to the limitations of one of the data sources (CESS), projections for the LEP population were restricted to the 5-14 age group. Base population projections were also affected by the lack of usable or reliable information on immigrants and refugees.

13.0 STUDY: **TEACHING READING TO BILINGUAL CHILDREN STUDY**

13.1 TITLE: Teaching Reading to Bilingual Children Study: Final Report (Volume 1, Introduction)

AUTHOR: Mace-Matluck, Betty J.; Hoover, Wesley A.; Calfee, Robert C.

YEAR: 1984 CONTRACT #: 400-83-0007

ORGANIZATION: Southwest Education Development Laboratory

APA: N FINDINGS: I

OBJECTIVES:

This document served as an introduction to the "Teaching Reading to Bilingual Children Study" conducted from 1978-1984. The objectives of the study were to describe variations in both English and Spanish language ability of students living in bilingual communities, to document prevailing practices in reading instruction for bilingual students, and to investigate the relations between the instructional program and student achievement for students with differing entry profiles.

METHODOLOGY:

A literature review for the study included background on teaching, reading, and bilingual Hispanic children, focusing on numbers of LEPs, changing economics, schooling for language minority children, and federal legislation, regulations, and mandates. The introduction also presents an overview of the study.

SUMMARY:

This document, Volume 1 of a series, serves as an introduction to the "Teaching Reading to Bilingual Children Study" which was conducted 1987-1984. The purpose of the study was threefold: to describe variations in both English and Spanish language ability of students living in bilingual communities; to document prevailing practices in reading instruction for bilingual students; and to investigate the relations between the instructional program and student achievement for students with differing entry profiles. A description of the study and the study design are provided in this volume, along with a review of literature concerning the challenges, mandates, and need for teaching reading to bilingual children.

CAVEATS/LIMITATIONS:

Limited funding prevented full implementation of the study design for the four student cohorts (i.e. only 2 completely participated).

13.2 TITLE: Teaching Reading to Bilingual Children Study: Final Report (Volume 2, Design of the Study)

AUTHOR: Mace-Matluck, Betty J.; Hoover, Wesley A.; Calfee, Robert C.

YEAR: 1984 CONTRACT #: 400-83-0007

ORGANIZATION: Southwest Education Development Laboratory

APA: N FINDINGS: I

OBJECTIVES:

The purpose of this document was to describe the design of the "Teaching Reading to Bilingual Children Study" conducted from 1978-1984.

METHODOLOGY:

Methodology included a sample selection of more than 350 grades K-4 students from bilingual backgrounds or who were monolingual in English or Spanish upon entry to school. Twenty schools, 200 teachers, and 6 school districts (in Texas and Mexico) participated in the study. Students were chosen based on their language status and cognitive style. Language performance was assessed through oral proficiency tests (commercial and state approved); teacher ratings (SOLA-Student Operational Language Assessment scale); and audiotaped language samples. Reading assessment of progress was based on reading readiness measures (Stanford/Prueba) i.e. informal reading inventories; a reading achievement test (Interactive Reading Assessment System); and standardized achievement tests (CAT, ITBS, CTBS). Cognitive assessment was carried out with the Children's Embedded Figures Test (CEFT), the Matching Familiar Figures Tests (MFFT), and the Cartoon Conservation Scale (CCS). Instructional features were determined through teacher interviews (2); an inventory of bilingual instruction; a reading checklist (teacher instructional plan); and classroom observation (with the reading and Math Observation System (RAMOS). Teacher characteristics were determined through a survey of teachers' background and language skills, the Group Embedded Figures Test (GEFT); and the Matching Familiar Figures Test. Some students were tracked for 2 years while others participated for 4 years. The primary analysis of the data from the study aimed toward four basic outcomes: 1) class-level descriptions of the approaches used to teach reading to children from bilingual backgrounds; 2) descriptive information using validated precursor profiles typically found in bilingual children on entry to school; 3) development and validation of a set of longitudinal achievement indices that could be used to assess growth in the various components of reading for English and Spanish; and 4) development and validation of a set of procedures for measuring the linkage between reading achievement and precursor and instructional indices, taking into account the possibility of interactions between precursor profiles and response to the type of interaction.

SUMMARY:

This document describes the design of the "Teaching Reading to Bilingual Children Study". Specific features of the study design are discussed, including the theoretical rationale, design principles, data base, sample description (i.e. selection and characteristics), instrumentation and data collection, and data collectors.

13.3 TITLE: Teaching Reading to Bilingual Children Study: Final Report (Volume 3, Measurement of Growth)

AUTHOR: Calfee, Robert C.; Hoover, Wesley A.; Mace-Matluck, Betty J.

YEAR: 1984 CONTRACT #: 400-83-0007

ORGANIZATION: Southwest Education Development Laboratory

APA: N FINDINGS: I

OBJECTIVES:

The objectives were to review the concept of measurement of growth in reading achievement (i.e., changes in performance due to learning, development, or both), to review measurement methods used, to present linear growth track (i.e., as a means of summarizing the acquisition of reading skills), and to provide results from the Interactive Reading Assessment System.

METHODOLOGY:

The methodology included reviews of results from the Interactive Reading Assessment System (IRAS) along a linear growth track, which covers decoding, vocabulary, and comprehension. Using descriptive statistics and regression in the analysis of the data, this volume 1) summarizes patterns of growth in reading; 2) relates ancillary measures (language and prereading skills) to reading achievement; 3) describes the instructional program during the primary grades; and 4) examines the linkage between instruction and growth in achievement.

SUMMARY:

Volume 3 of the "Teaching Bilingual Children to Read" study focuses on measurement of growth in reading achievement. Results from student performance on the Interactive Reading Assessment Systems (IRAS) were analyzed along a linear growth track. The IRAS was specifically designed for this study and consists of a number of sub-tests focusing on decoding, vocabulary, and comprehension. Results showed that all groups made steady progress in decoding real words over the study years while the variability in individual performance increased over the years.

CAVEATS/LIMITATIONS:

The design of the IRAS is most secure at the primary levels (1-6). The fit of the IRAS design to existing basals is closest at the "word" and "sight word" level. The IRAS is limited at the more complex levels (i.e., pronunciation and meaning).

13.4 TITLE: Teaching Reading to Bilingual Children Study: Final Report (Volume 4, Oral Language Growth)

AUTHOR: Mace-Matluck, Betty J; Hoover, Wesley A.; Calfee, Robert C.

YEAR: 1984 CONTRACT #: 400-83-0007

ORGANIZATION: Southwest Education Development Laboratory

APA: N FINDINGS: S,I

OBJECTIVES:

The objectives of Volume 4 of the "Teaching Reading to Bilingual Children Study" were to focus on the language growth and development of a sample of bilingual students.

METHODOLOGY:

Language ability and language growth were assessed and monitored through oral language proficiency tests (the LAS, Spanish and English; BSM, and Woodcock, Spanish), teacher ratings (the Oral Language Proficiency Rating Scale), and audiotaped interactions/language samples (in the classroom and at home, and on the playground). Reliability analyses were carried out on all tests used. The researchers were knowledgeable of the limitations of the various measures and hazards involved in oral language assessment and employed multiple measures in an attempt to obtain a reasonably accurate index of each student's oral language abilities and patterns of language choice over time. Descriptive statistics and reliability coefficients were the methodologies used to analyze the data in this volume.

SUMMARY:

This document focuses on the oral language growth and development of a sample of students who were administered the Bilingual Syntax Measure at the kindergarten level and the Language Assessment Scales in subsequent years. Reliability and validity data on the oral proficiency measures used in the study were also analyzed. Across sites, students differed in their level of Spanish and English proficiency upon entry into school and their subsequent oral language growth. Overall, more progress was made in English language acquisition than in the development of Spanish skills.

RECOMMENDATIONS:

Further research is needed on effective means for assessing the oral language proficiency of young students.

13.5 **TITLE:** Teaching Reading to Bilingual Children Study: Final Report (Volume 5, Reading Growth)

AUTHOR: Hoover, Wesley A.; Calfee, Robert C.; Mace-Matluck, Betty J.

YEAR: 1984 **CONTRACT #:** 400-83-0007

ORGANIZATION: Southwest Education Development Laboratory

APA: N **FINDINGS:** S

OBJECTIVES:

The objectives were to investigate patterns of growth in reading achievement.

METHODOLOGY:

Multiple measures used for assessing reading components (vocabulary, decoding, text comprehension) included the Stanford Fundamental Skills Test (SFST) for reading readiness, and the Interactive Reading Assessment System (IRAS). Standardized reading achievement scores were collected yearly, and reading progress was monitored monthly through the Informal Reading Inventory. Bilingual students were rated on Spanish and English ability. Descriptive statistics, correlations and ANOVAS were used to analyze reading growth of the students.

SUMMARY:

This report investigates patterns of growth in reading achievement. Reading readiness measures indicated that bilingual children at entry to kindergarten generally come to school with sufficient skills to begin literacy acquisition. In other words, they are not academically disadvantaged. Reading achievement measures for bilingual children at 1st grade entry demonstrated that literacy development in English may be more readily transferable to Spanish than from Spanish to English. Findings also indicated a relationship between reading readiness and reading achievement. For example, knowledge of the English alphabet at entry to kindergarten was generally related to English literacy skills at 1st grade, and subsequent growth in decoding and reading acquisition. Knowledge of the Spanish alphabet was not as predictive. Substantial individual difference in the patterns of growth in both English and Spanish reading were evident.

13.6 TITLE: Teaching Reading to Bilingual Children Study: Final Report (Volume 6, Instruction)

AUTHOR: Hoover, Wesley A.; Calfee, Robert C.; Mace-Matluck, Betty J.

YEAR: 1984 CONTRACT #: 400-83-0007

ORGANIZATION: Southwest Education Development Laboratory

APA: N FINDINGS: I

OBJECTIVES:

The objectives were to explain differences in reading growth in Spanish and in English and to investigate the role of instruction in individual differences in patterns of growth of reading in Spanish and English.

METHODOLOGY:

The methodology used included classroom observations (using the Reading and Mathematics Observation System and teacher checklists) and teacher interviews (including the Bilingual Classroom Questionnaire, the Inventory of Bilingual Instruction, and the Survey of Teachers' Background and Language Skills). This coordinated system employing classroom observations and teacher interviews was used to: 1) obtain detailed characterizations of the classroom instruction; 2) document the teachers'general instructional objectives; 3) describe the nature of the instructional program at both the school and classroom level; and 4) collect information on the teachers'background, training and language skills.

SUMMARY:

This report explains differences in reading growth in Spanish and in English by investigating the role of instruction in individual differences in patterns of reading growth. Aggregate data collected through classroom observations and teacher interviews indicated that instruction in Spanish and in English programs did not differ substantially. In both, teachers acted largely as facilitators and over the years, more group (versus independent) work was evident. Instruction in decoding and sentence/text meaning was generally non-explicit. Differences between planned English and Spanish instruction included time devoted to decoding and sentence/text meaning.

13.7 TITLE: **Teaching Reading to Bilingual Children Study: Final Report (Volume 7, Language, Literacy, and Instruction: Integrating the Findings)**

AUTHOR: Hoover, Wesley A.; Calfee, Robert C.; Mace-Matluck, Betty J.

YEAR: 1984 CONTRACT #: 400-83-0007

ORGANIZATION: Southwest Educational Development Laboratory

APA: N FINDINGS: I

OBJECTIVES:

The objectives were to explore and integrate the linkages between the different sources of information contained within the study and as described in Volumes 1-6.

METHODOLOGY:

This volume is devoted to assessing the degree to which various entry skills and instructional program indices can account for below average or average skill in each instructional year with respect to the reading skills (e.g., decoding, listening comprehension and reading comprehension) which were of primary interest. The primary goals of this analysis were to 1) determine the degree to which the several predictor indices (e.g. oral language classification, attendance, site, etc.) were consistently related to outcome variables (e.g., IRAS measures); and 2) evaluate the instructional patterns of any such relations.

SUMMARY:

This report explores and integrates the linkages between the different sources of information contained within the entire "Teaching Reading To Bilingual Children Study". Major findings were reported on reading readiness, oral language growth and pre-reading skills, instruction, and reading achievement as discussed in Volumes 1 through 6. Overall, students in the study were acquiring English oral language skills at the rate expected and slightly more than half of the students were reading in English at grade level expectations by the end of second grade.

CAVEATS/LIMITATIONS:

The programs observed varied considerably in character and extent and this may have influenced study results. In addition, longitudinal comparisons should be made with care because the study was truncated at the end of the year for the 3rd and major cohort. In other words, years 3 and 4 data were limited to a subset of sites.

14.0 STUDY: **DESCRIPTIVE ANALYSIS OF TITLE VII-FUNDED STATE EDUCATION AGENCY ACTIVITIES**

TITLE: Descriptive Analysis of Title VII-Funded State Education Agency Activities. Volume II: Nine Case Studies

AUTHOR: Nava, Hector; Reisner, Elizabeth R.; Douglas, Denise; Johnson, Donna M.; Morales, M. Frances; Tallmadge, G. Kasten; Gadsden, Vivian L.

YEAR: 1984 CONTRACT #: None specified

ORGANIZATION: SRA Technologies; Policy Studies Associates

APA: N FINDINGS: A,T

OBJECTIVES:

The objectives were to describe and analyze State Education Agency policies and activities regarding bilingual education, to describe and analyze the SEA level management structure which has been implemented as a result of Title VII grants to the SEA, and to provide information on technical management and assistance activities used by ED in assisting grantees.

METHODOLOGY:

The methods used to describe SEA activities included a review of the literature on bilingual education, a SEA grant application review, and case study analyses of nine State Education Agencies.

SUMMARY:

In general, the nine SEAs reported a high level of effectiveness in providing technical assistance to bilingual/ESL programs throughout their states, especially in the area of Title VII grant preparation. SEAs were most frustrated by changing student needs and the lack of resources to meet those needs. Additionally, many of the SEAs would like to institutionalize the services provided to LEP students by establishing state-mandated criteria for minimum services to LEP students as well as certification requirements for teachers of LEP students. Most of the SEAs would like to improve the level of communication and financial support that they receive from OBEMLA.

15.0 STUDY: BILINGUAL EDUCATION IN THE UNITED STATES PACIFIC ISLANDS

TITLE: Bilingual Education in the United States Pacific Islands

AUTHOR: Freese, Anne R.; Woltag, Susan N.

YEAR: 1984 CONTRACT #: None specified

ORGANIZATION: U.S. Human Resources Corporation

APA: Y FINDINGS: S,T,A,I

OBJECTIVES:

This was a descriptive study to provide background information on the U.S. Pacific Islands areas. It included a description of LEP students, a description of the (bilingual) instructional services, and a description of teacher characteristics and available capacity building resources at each site.

METHODOLOGY:

The research methodology included a literature review, interviews (with teachers, principals, ESEA Title VII personnel, educational directors, state officials, and parent advisory groups), informal conversations with persons knowledgeable about the Pacific Islands, and document reviews.

SUMMARY:

The Pacific Islands are geographically isolated and culturally and linguistically diverse. Almost all children speak English as a second language and most children receive instruction in their vernacular languages during the early years of elementary school. All children begin oral English instruction in the first grade. Teachers have varying degrees of proficiency in English, using the vernacular for instruction through grade 5, as part of the curriculum. Financial resources for special educational programs are limited by limited local tax bases, special populations, fixed educational costs, and higher overall costs than school systems in the mainland U.S. The Pacific Islands therefore rely quite heavily on federal financial assistance.

RECOMMENDATIONS:

The recommendations were to increase bilingual education in all regular programs, to consult with school districts that have adopted language policies, to establish a task force to review/revise long-range bilingual education planning (ie. public relations), and to provide assistance in and/or develop other areas, such as program monitoring and evaluation, and content area and language arts personnel. Other recommendations were to develop training, particularly ESL training, and the English skills of teachers; provide parent/community outreach; carry out research in cognitive and linguistic development of Pacific Island children; and assess teachers' English and native language skills.

CAVEATS/LIMITATIONS:

The limitations and caveats noted were that the study was limited in the number of participants surveyed. There was a 3-5 day limit on visits to each island. The lack of a uniform management, information and retrieval system operating across departments of education made it difficult to gather reliable figures on numbers of teachers and their language(s) proficiency and education levels. Information across the Islands could not be summarized because of the lack of a consistent management system.

16.0 STUDY: **REVIEW OF THE STATE-OF-THE-ART OF EDUCATIONAL TECHNOLOGIES IMPLEMENTED IN PROGRAMS SERVING LEP STUDENTS FUNDED BY THE DEPARTMENT OF EDUCATION**

TITLE: Review of the State-Of-The-Art of Educational Technologies Implemented in Programs Serving LEP Students Funded by the Department of Education: Final Report

AUTHOR: COMSIS Corporation

YEAR: 1984 CONTRACT #: 9-83-1-0529

ORGANIZATION: COMSIS Corporation

APA: N FINDINGS: A, I

OBJECTIVES:

The research objectives were to study the use of new technologies in bilingual programs funded by the ED by providing information that would permit ED management to better evaluate future funding requests. In addition, providing a base of experience upon which local school districts could build as they develop projects that use new technologies and providing information about factors that have helped/hindered the use of new technology in bilingual education to those who manage, administer, and provide bilingual education were goals of the study.

METHODOLOGY:

The research methodology included the evaluation of funding request documents for identifying projects that used a new technology in their instructional methodology. Project site visits, which included observation of the use of technologies and discussions with administrators, project staff, and teachers, were also carried out.

SUMMARY:

Video and computer technology were most often funded, followed by audio tape recorders or teaching machines. Results showed that video and computer technology can have a significant positive effect on LEPs. The bidirectionality of videotapes brought scarce teaching resources to geographically isolated students and brought real life situations into the classroom. Computers allowed students the flexibility to learn at their own pace. The major impediments to implementation of such technology include cost in the case of videos and, in the case of computers, lack of appropriate software and training.

RECOMMENDATIONS:

The recommendations were that educators must understand the strengths and limitations of technology as cost decreases and availability increases. They also need to understand that technology does not supplant the teacher.

17.0 STUDY: SELECTION PROCEDURES FOR IDENTIFYING STUDENTS IN NEED OF SPECIAL LANGUAGE SERVICES

17.1 TITLE: Selection Procedures for Identifying Students in Need of Special Language Services

AUTHOR: Pelavin, Sol H.; Fink, Linda; Celebuski, Carin A.; Crespo, Tom

YEAR: 1985 CONTRACT #: 300-84-0268

ORGANIZATION: Pelavin Associates, Inc.

APA: N FINDINGS: A

OBJECTIVES:

The objectives were to determine whether, and to what extent, different assessment procedures identify language minority populations as being in need of special language services (e.g., bilingual education), and to determine the effectiveness of procedures that are used to exit language minority students from special language programs and place them in English-medium classrooms.

METHODOLOGY:

A panel of advisory members for the study selected six school districts with language minority students to participate in the study. Two important criteria in the site selection were the ethnic/cultural background of the language minority student population, and the total number of LEP students per district. There were three data collection activities: selection of the sample of approximately 1,100 students entering and being assessed for language classification/placement; reclassification of the sample of approximately 1,100 students exiting into mainstream classrooms; and follow-up 6 months later when teachers of sampled students were asked if they agreed with the district's classification of students as LEP or not LEP. Assessment instruments included a composite of assessment measures used by participating districts plus The Shell Game. The composite measures included the Language Assessment Battery (LAB), Language Assessment Scales (LAS), a reading subtest from Comprehensive Test of Basic Skills (CTBS), and two innovative measures: the Minimum English Competency (MEC) Test, and the Shell Game (K-1). The Shell Game is a simulation of lessons on shells, audio-recorded and interactive, that assesses the ability to handle functions of English encountered in instruction.

SUMMARY:

This is the final report of a study of the selection procedures for identifying students in need of special language services. Based on data from 6 school districts with language minority students, the study considered methods of selection and reclassification of limited English proficient (LEP) students. Findings suggested that procedures using multiple indicators are better than using the results of a single test. However, at entry, the Language Assessment Scales (LAS) is almost as accurate as using multiple indicators. The Shell Game (a simulation of a lesson on shells) works very well for exiting younger students (K-1). A review of research on the selection and reclassification of students in need of special language services is included in the appendix.

17.2 TITLE: **Selection Procedures for Identifying Students in Need of Special Language Services: Final Phase I Report**

AUTHOR: Crespo, Orestes I.

YEAR: 1985 CONTRACT #: 300-84-0268

ORGANIZATION: Pelavin Associates, Inc.

APA: N FINDINGS: A

OBJECTIVES:

The objectives of this study were to integrate findings from Phase I data which included entry and exit procedures (i.e. selection and reclassification) currently in use, under development, or of potential use in special language programs; to determine the validity and reliability of the selection/exit components; and to determine how a variety of combinations of components identify different populations.

METHODOLOGY:

The research methodology of this study included a literature review and a review of existing data from personnel of multifunctional centers, SEAs, LEAs, and selected researchers. Additional data came from a research advisory panel providing viewpoints on technical and policy issues, a practitioner's panel providing a real-world perspective, and conference presentations focusing on past, current, and innovative selection and reclassification procedures.

SUMMARY:

The report presents a state-of-the-art review of current entry/exit procedures in special language programs such as bilingual education, English-as-a-second language, and immersion education. Data were provided on current processes of selection and reclassification, legislative and judicial influences, state requirements and recommendations for entry/exit procedures, and school district practices. The study also examined prior research focused on the use of standardized proficiency tests, innovative approaches, and time-on-task measures. Findings show that the variety of procedures used across states leads to differences in a student's eligibility for services and that ineffective selection procedures may not identify a student appropriately or may not correctly place the student. The study concludes that the onus of innovative and effective placement/exit procedures rests with the district.

18.0	STUDY:	**SIGNIFICANT BILINGUAL INSTRUCTIONAL FEATURES STUDY**
18.1	TITLE:	**Significant Bilingual Instructional Features (SBIF) Study. Bilingual Instructional Perspectives: Organization of Bilingual Instruction in the Classrooms of the SBIF Study (Part 1 of the Study Report, Volume III.1)**

AUTHOR: Fisher, Charles W.; Tikunoff, William J.; Ward, Beatrice A.; Gee, Elsie W.; Phillips, Mark L.

YEAR: 1981 CONTRACT #: NIE400-80-0026

ORGANIZATION: Far West Laboratory for Educational Research and Development

APA: Y FINDINGS: I

OBJECTIVES:

The objective of this report was to describe the organization of instruction in a sample of successful bilingual instructional settings.

METHODOLOGY:

Qualitative and quantitative data were collected from 58 classrooms identified as "successful instructional settings", nominated by "constituents at each site", and based on subjective and objective criteria. Six national sites were visited and six ethno-linguistic groups (Chinese, Puerto Rican, Cuban, Mexican, Navajo, and hetero-lingual) were included in the data. Data sources included open-ended interviews, document reviews, informal and formal observations, language proficiency data, and checklists. Data collection focused on organizational structure of the classroom, allocation of instructional time, teacher variables, and student variables.

SUMMARY:

This report presents results of Part I of the Significant Bilingual Instructional Features Study. In this volume, organizational features of bilingual instruction considered significant in terms of their consequences for LEP students were described. The findings indicated some general trends in instructional organization. There was a strong emphasis on instruction in reading, language arts, and mathematics and extensive use of both the native language and English. English was used for approximately 60 percent of the average school day by students, teachers and aides. Students typically worked independently for over 90 percent of the day.

18.2 TITLE: Applying Significant Bilingual Instructional Features in the Classroom

AUTHOR: Tikunoff, William J.

YEAR: 1985 CONTRACT #: NIE 400-80-0026

ORGANIZATION: National Clearinghouse for Bilingual Education

APA: N FINDINGS: T,I

OBJECTIVES:

The purpose of the SBIF study was to identify those instructional features which are most successful in producing a positive learning experience for limited English proficient students. This document discusses how the successful features can be applied in the classroom by teachers of LEP students and how administrators can facilitate and support their implementation.

METHODOLOGY:

Findings from the Significant Bilingual Instructional Features (SBIF) Descriptive Study (1983) were integrated with information from other research that described and explained features of successful instruction for LEP students.

SUMMARY:

Five effective instructional features for LEP students were identified. These include clear communication in English and/or the students' native language, incorporating the student's culture into instruction, high expectations for students, integrating English language development with academic skill and development, and providing immediate feedback. These were discussed in terms of how they fit into the classroom environment and their implications for LEP students.

RECOMMENDATIONS:

Teachers and administrators should put into place those features of bilingual instruction identified by the SBIF study as successful (i.e., result in increased performance of LEP students in basic skill attainment). When estimating how much to use the native language or English, a number of instructional context issues should be considered, including the native language or English proficiency of the students, the number of languages represented in the class, and the content area. A teacher who does not speak the native language of the student can still be effective by using assistants or aides as translators, integrating English language instruction into content areas, and employing other strategies known to be effective in teaching English.

19.0 STUDY: SYNTHESIS OF ED-FUNDED RESEARCH ON MAJOR ISSUES IN BILINGUAL EDUCATION

TITLE: Synthesis of ED-Funded Research on Major Issues in Bilingual Education

AUTHOR: Pelavin Associates, Inc.

YEAR: 1985 CONTRACT #: None specified

ORGANIZATION: Pelavin Associates, Inc.

APA: Y FINDINGS: S,T,A,I

OBJECTIVES:

The objectives were to provide a synthesis of studies funded by the U.S. Department of Education from 1973-1983 which focused on assessment of the national needs for bilingual education (numbers of LEP students, numbers of teachers needed), improvement in the effectiveness of services for students (nature, extent, and cost of current services), and improvement in Title VII program management and operations (evaluations of Title VII funded projects such as fellowships and preservice/inservice training).

METHODOLOGY:

The methodology included a review of studies such as national surveys, census data bases, and descriptive studies. Major issues addressed in these studies included classrooms and communities, literacy and mathematics studies, and evaluation of technical assistance and program management strategies.

SUMMARY:

This report presents a review and analysis of studies funded by the U.S. Department of Education, Title VII Bilingual Education Part C Research Program during 1973-1983. Studies included in the synthesis concerned services to LEP students, effectiveness of Title VII/Bilingual Education services, definitions of "language proficiency" for assessment purposes, estimates of the numbers of LEP children, and numbers of qualified bilingual education teachers across the U.S.

20.0 STUDY: REVIEW, SUMMARY, AND SYNTHESIS OF LITERATURE ON ENGLISH AS A SECOND LANGUAGE

TITLE: A Synthesis of Current Literature on English as a Second Language: Issues for Educational Policy

AUTHOR: Chamot, Anna U.; Stewner-Manzanares, Gloria

YEAR: 1985 CONTRACT #: 300-84-0166

ORGANIZATION: InterAmerica Research Associates

APA: N FINDINGS: I

OBJECTIVES:

The objective was to synthesize the information summarized in earlier (Review and Summary) parts of the study and to address policy issues for different age and grade levels of students receiving ESL instruction in U.S. public schools.

METHODOLOGY:

All data are based on two previous reports within the same study. One is a review of current literature on ESL which identified recent documents on ESL instructional approaches, organizational patterns, and instructional materials used in US elementary and high schools, and language learning theories. The other is a summary of the literature review, supplemented with information from interviews with ESL specialists.

SUMMARY:

Results showed that the benefits of instructional objectives differ based on grade level, instructional objectives, and underlying language learning theories. District demographics, native language use, and the degree of integration of LEP students and services into the mainstream curriculum were found to influence the effectiveness of instructional services. In addition, few student characteristics were found to have been addressed by instructional approaches, different cognitive styles, or different language learning theories.

RECOMMENDATIONS:

This report recommended that a national descriptive study of ESL services in elementary and high schools and educational benefits of ESL services be carried out. The development and testing of additional ESL approaches and instructional materials was also advocated, as well as a comparison of the effectiveness of different ESL models.

21.0 STUDY: **THE NATIONAL LONGITUDINAL EVALUATION OF THE EFFECTIVENESS OF SERVICES FOR LANGUAGE MINORITY LIMITED ENGLISH PROFICIENT STUDENTS**

21.1 TITLE: **LEP Students: Characteristics and School Services. Descriptive Phase Report of the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited English Proficient Students**

AUTHOR: Young, Malcolm B.; Shaycoft, Marion F.; Hopstock, Paul J.; Zehler, Annette M.; Ratner, Mitchell S.; Rivera, Charlene; Rudes, Blair A.

YEAR: 1984 CONTRACT #: 300-83-0300

ORGANIZATION: Development Associates, Inc.; Research Triangle Institute

APA: Y FINDINGS: S,T,I

OBJECTIVES:

The objectives were to develop a comprehensive data base of descriptive information on the range of services (regardless of funding sources) which (K-6) elementary level language minority LEP students are provided in public schools. In addition, the goals were to estimate the number of language minority LEP students and the number provided with special language services in grades K-6, to describe characteristics of LM-LEP students provided instructional services, to identify and describe home/community characteristics for each major language group, to determine entry/exit criteria used by schools/districts, to determine the relationships between services offered to language minority LEPs and mainstream students, to identify clusters of instructional services for language minority LEPs in K-6, to obtain information useful in designing a longitudinal evaluation of the differential effectiveness of the identified clusters of services to language minority LEPs, and to lay a foundation for Phase II research on the longitudinal evaluation of the effectiveness of services.

METHODOLOGY:

The methodology used was a four stage sample design from states to districts/counties, to schools and to teachers and students. Questionnaires (on school district services, school characteristics, teacher and student instructional information, and student background) and interviews (on school services with the principal or LEP/language minority coordinator, and with the LEA testing coordinator) were carried out by mail and telephone. Site visits were also carried out. The study focused on grades one and three.

SUMMARY:

The purpose of this report was to develop a comprehensive database of information describing the range of services, (regardless of source of funding) which K-6 elementary Language Minority, Limited English Proficient (LM/LEP) students are provided in public schools. Data collection included the use of questionnaires, interviews, document reviews and site visits. Data were obtained on numbers of students, on the services provided, on student and home characteristics, entry and exit criteria, and teacher characteristics. Five types of instructional "clusters of services" and the numbers of students receiving each service cluster were identified.

CAVEATS/LIMITATIONS:

The study reported that definitions of language minority LEP students vary across states, districts and schools, yet used the local, operational definition of LEP for each study participant. Findings focused on special instructional services provided in grades 1-5 even though data on characteristics of LM-LEP students were limited to grades 1 and 3 and were obtained from a small sample.

21.2	TITLE:	Instructing Children With Limited English Ability: Year One Report of the National Longitudinal Evaluation of the Effectiveness of Services for Language- Minority, Limited English Proficient Students.
	AUTHOR:	Development Associates, Inc.; Research Triangle Institute
	YEAR: 1986	CONTRACT #: 300-83-0300
	ORGANIZATION:	Development Associates, Inc.; Research Triangle Institute
	APA: Y	FINDINGS: S,T,A,I

OBJECTIVES:

The objectives of this study were to understand the degree to which educational services to language minority, limited English proficient students in grades 1-5 are effective in assisting these students to function in all-English-medium classrooms and to determine which clusters of services are most effective under specific conditions.

METHODOLOGY:

The methodology used in the study involved on-site survey data collection in 18 school districts (86 schools). Students in grades 1 and 3 were used for sampling purposes and were grouped into three categories for analysis purposes (Spanish, Chinese, and other language groups). Data were collected by means of questionnaires and record reviews to obtain information on services, instructional staff, LEP policies/procedures, and student and parent/home information. Forms were filled out on school policies and procedures, student/teacher data, and student performance. The Student Oral Proficiency Rating (SOPR) was used to measure language proficiency; the SAT was used as a measure of achievement and the Raven served as a measure of aptitude.

SUMMARY:

Findings from the Year One data indicated that significant differences exist between the Spanish, Chinese, and other language groups with regard to parental presence in the home, socioeconomic status, language use at home, time on homework, conversations about school, and parental expectations of the child's educational achievements. Language group differences were also evident in characteristics of the students within these language groups. Schools were found to differ greatly on their academic climate, general characteristics, teacher training on LEP instructional strategies, administrative involvement, community attitudes, and entry and exit procedures. The instruction and teaching staff also differed by student language background.

22.0 STUDY: ALTERNATIVE INSERVICE STAFF DEVELOPMENT APPROACHES

22.1 TITLE: A Study of Alternative Inservice Staff Development Approaches for School Districts Serving Minority Language/Limited English Proficient Students. Planning Inservice Staff Development Programs: A Practical Manual for Educators.

AUTHOR: Arawak Consulting Corporation

YEAR: 1986 CONTRACT #: None specified

ORGANIZATION: Arawak Consulting Corporation

APA: N FINDINGS: T

OBJECTIVES:

The purpose of this manual was to serve as a guide for bilingual education staff attempting to implement new inservice training programs or to improve already existing ones. The manual provides a step-by-step, "how-to" guide for program implementation.

METHODOLOGY:

This manual was based on a review of literature on inservice and staff development to identify features important to the successful planning, implementation, and evaluation of inservice programs. Following the literature review, an examination of the features of inservice training programs in nine school districts with experience (and additional districts without experience) in implementing systematically planned inservice programs was conducted. Twenty-one school districts were visited for data collection.

SUMMARY:

Findings suggest that planning of an inservice staff program should begin by first determining the extent of community and school support for the program and by deciding who will be involved in the decision-making structure. The actual planning of a program was found to include seven activities: assessing staff training needs, identifying available resources, determining the type of inservice to be provided, setting training objectives, scheduling training activities and planning incentives, planning follow-up, and developing evaluation strategies.

22.2 TITLE: **A Study of Alternative Inservice Staff Development Approaches for Local Education Agencies Serving Minority Language/Limited English Proficient Students: A Model of Inservice Approaches.** Executive Summary (Final)

AUTHOR: Arawak Consulting Corporation

YEAR: 1986 CONTRACT #: None specified

ORGANIZATION: Arawak Consulting Corporation

APA: N FINDINGS: T

OBJECTIVES:

The objectives of this three-year study were to generate field-based descriptions of inservice staff development approaches applicable in Local Education Agencies serving Minority Language/Limited English Proficient students at the elementary and secondary levels, and to field-test those approaches in a selected number of LEAs.

METHODOLOGY:

The field-testing included three parts. During Part I, a working model of staff development approaches was developed from data collected from nine Local Education Agencies(LEAs). Each LEA had at least two years of experience operating a bilingual program, a Title VII grant, and an organized inservice program for staff serving Minority Language/Limited English Proficient students. The working model generated in Part I was refined during Part II, using a second set of nine LEAs. During Part III, the inservice model developed in Part II was further revised into five inservice modes with the help of a third set of nine LEAs.

SUMMARY:

Over a three-year period an inservice model of staff development approaches was developed from data collected from 27 LEAs. The final model included five modes of inservice delivery: in-house inservice through classroom visits; in-house inservice through group sessions; consultant workshop series; classroom visits by outside experts; and college or university courses. The advantages of each mode and the keys to their success were also reviewed.

RECOMMENDATIONS:

OBEMLA should sponsor training for school district personnel regarding the planning, implementation, and evaluation of inservice programs for staff serving minority language/limited English proficient students. OBEMLA should require Title VII first and second-year applicants to allocate a designated amount of their grants to educating staff who serve minority language/limited English proficient students. OBEMLA should require all Title VII school districts to submit yearly detailed staff development plans. The findings from this study should be disseminated to the Bilingual Education Multifunctional Support Centers. Finally, the specific advantages and costs associated with each mode should be considered when choosing a delivery method.

22.3 TITLE: **A Study of Alternative Inservice Staff Development Approaches for Local Education Agencies Serving Minority Language/Limited English Proficient Students: Synthesis Report (Final)**

AUTHOR: Arawak Consulting Corporation

YEAR: 1986 CONTRACT #: None specified

ORGANIZATION: Arawak Consulting Corporation

APA: N FINDINGS: T

OBJECTIVES:

The objectives of this report were to generate field-based descriptions of inservice staff development approaches applicable to LEAs serving minority language/LEP students at elementary and secondary levels and to field test the inservice staff development approaches in a selected number of LEAs serving minority language/LEP students. This was a three-part study which included (1) developing a matrix; (2) pilot-testing the working model and refining it; and (3) implementing and analyzing the impact of the inservice modes.

METHODOLOGY:

The methods used for this report included site visits to nine LEAs to generate a matrix of inservice staff development approaches. The matrix was then pilot-tested with nine additional LEAs in order to refine and revise the matrix. Sites were selected through a Title VII file review and nominations by OBEMLA staff. On-site data collection included interviews with bilingual program personnel, reviews of supporting documents, and observations of inservice activities. A literature review was also carried out on inservice and staff development to identify features leading to successful planning, implementation, and evaluation of inservice programs.

SUMMARY:

The delivery of inservice training was primarily influenced by the source of inservice (i.e. internal or external experts) and the form of training (i.e. classroom visits, workshops). Five modes of inservice training were identified through the study. These include in-house training through classroom visits, in-house training through group sessions, series of workshops given by consultants, or college/university courses. The advantages of each mode, as well as the factors influencing the success of the training, are explored.

RECOMMENDATIONS:

OBEMLA should sponsor seminars/training institutes to disseminate technical information on the planning, implementation and evaluation of inservice programs for staff serving LM/LEP students. First and second year Title VII applicants should be required to allocate a minimum of total grant requests to inservice staff development. OBEMLA should also require annual staff development plans from Title VII funded school districts and disseminate findings of this report to Bilingual Education Multifunctional Support Centers.

23.0 NOT USED

24.0 STUDY: BILINGUAL EDUCATION: A NEW LOOK AT THE RESEARCH EVIDENCE

TITLE: Bilingual Education: A New Look at the Research Evidence

AUTHOR: U.S. General Accounting Office

YEAR: 1987 CONTRACT #: None specified

ORGANIZATION: U.S. General Accounting Office

APA: N FINDINGS: I

OBJECTIVES:

The objectives of this report were to assess whether the research on bilingual education supports the requirement under the Bilingual Education Act that most projects must use the children's native language. The report was undertaken in response to a Department of Education proposal to eliminate the native-language teaching requirement from the act.

METHODOLOGY:

Specific Department of Education statements on bilingual education between 1983-1986 were reviewed, and instances supporting proposed changes in law were identified. Ten experts with diverse viewpoints on bilingual education and social science were selected to review the 31 department statements, and a collection of research reviews and summaries. Each expert was also asked to complete a questionnaire with six specific questions on the match between research on language learning and statements by department officials.

SUMMARY:

In this report, the General Accounting Office (GAO) assessed the validity of statements made by Department of Education officials about how to teach children with limited English proficiency. The position of the Department of Education was that a requirement of native language teaching be dropped from the Bilingual Education Act. The Department claimed that findings of research in this area are inconclusive. At issue were the Departments' interpretations of the body of research findings pertinent to the native language requirement. Based on judgments provided by a panel of 10 experts, the GAO found that there was little agreement with the Department of Education statements. Although experts noted the weakness of some parts of the overall body of research in this field, and suggested ways of strengthening it, they generally agreed that there was adequate and reliable evidence to reach conclusions about the research basis for the legal requirement for native language teaching. The GAO noted that the Department of Education rejected the findings of this report.

CAVEATS/LIMITATIONS:

Reliance on experts was both a strength and a weakness. The strength lay in the quality, diversity and representativeness of the group. The weakness was that a group of some other composition may have given different assessments. It is possible that the study was limited by the use of existing reviews of the research literature because reviews may contain biases that are hard to detect. However, the method was responsive to the Committee on Education and Labor's request for quickly developing information. Department of Education Officials objected to the draft of the report, saying its position on bilingual education was misrepresented, and they rejected the findings in general.

25.0 STUDY: EFFECTIVE COMPENSATORY EDUCATION SOURCEBOOK

TITLE: Effective Compensatory Education Sourcebook, Volume III, Project Profiles

AUTHOR: Alexander, Dorothy L.; Cotton, Kathleen J.; Griswold, Margaret M.; Estes, Gary D.

YEAR: 1987 CONTRACT #: None specified

ORGANIZATION: Northwest Regional Educational Laboratory

APA: N FINDINGS: A,I

OBJECTIVES:

The purpose of this sourcebook, the third in a series, was to present descriptions of Chapter 1 projects which have been found to be particularly successful in educating disadvantaged students.

METHODOLOGY:

Nominations were solicited by the U.S. Department of Education from all fifty State Educational Agencies, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs. Each nominated project submitted demographic information, data on program attributes, indicators of achievement, and descriptions of the projects. A panel of educational experts examined the nominations and summarized their ratings and comments.

SUMMARY:

Profiles were developed on 130 Chapter 1 programs which were recognized for their achievements by the U.S. Department of Education in 1986. Each project used instructional processes and organizational strategies that were supported by research as being effective in improving student performance. Effective instructional strategies included using appropriate methods, materials, and approaches; close monitoring of student progress; high expectations for student learning and behavior; and regular feedback and reinforcement.
Organizational attributes associated with success included clear project goals and objectives, professional development and training, parent and community involvement, and a positive school and classroom environment.

26.0 STUDY: BILINGUAL EDUCATION EVALUATION SYSTEM

26.1 TITLE: Evaluation of Bilingual Education Programs for Language-Minority, Limited- English-Proficient Students: A Status Report with Recommendations for Future Development (Phase 1 Report)

AUTHOR: Tallmadge, G. K.; Lam, Tony C.M.; Gamel, Nona N.

YEAR: 1987 CONTRACT #: 300-85-0140

ORGANIZATION: RMC Research Corporation

APA: N FINDINGS: A

OBJECTIVES:

The purpose of this report was to summarize the state-of-the-art in bilingual education program evaluation in the United States and to improve the quality of local Title VII project evaluations by developing a system of procedures and materials for determining their impact on student achievement.

METHODOLOGY:

The research methodology combined an examination of the quality of current practices in bilingual education evaluation with a systematic identification of the desired characteristics of an evaluation system for bilingual education through consultation of literature on bilingual education and evaluation.

SUMMARY:

The report presents guidelines for maximizing validity, documenting program and student characteristics, and comparing the effectiveness of programs. The findings suggest that various factors, such as state and federal policy, local program administration, the evaluator's knowledge and competence, and the unique characteristics of bilingual programs ultimately affect the technical quality of evaluation practices. The report concludes that efforts thus far to improve the quality of evaluation research have been largely unsuccessful due to the poor quality and limited dissemination of materials.

RECOMMENDATIONS:

The authors recommended that the knowledge base of bilingual education evaluation methodologies should be expanded by incorporating and refining existing studies. The User's Guide should be revised so that it provides clear, step-by-step information. Also, an effective delivery system should be developed for dissemination and evaluation of research findings.

CAVEATS/LIMITATIONS:

Changes in local, state, and Federal policy will be required before significant changes can be made in bilingual education evaluation.

26.2 TITLE: Bilingual Education Evaluation System: Users' Guide, Volume 1, Recommended Procedures

AUTHOR: Tallmadge, G. Kasten; Lam, Tony C.M.; Gamel, Nona N.

YEAR: 1987 CONTRACT #: 300-85-0140

ORGANIZATION: RMC Research Corporation

APA: N FINDINGS: A

OBJECTIVES:

The objectives for developing the Bilingual Education Evaluation System (BEES) were to develop an evaluation system which would reflect the information gained from previous work in bilingual education evaluation, a system useful at the local level for purposes of project improvement, and a system totally responsive to current federal legislation and regulations governing evaluation of Title VII projects. The User's Guide was developed to assist in implementing and using the BEES. Volume 1 contains and describes the procedures and practices for the BEES.

METHODOLOGY:

The literature review on bilingual education evaluation which was carried out for developing the BEES served as background for the development of this document.

SUMMARY:

This User's Guide served as a guidebook for the use of the Bilingual Education Evaluation System (BEES). Nine major steps were described for using the BEES. These included assuring the project is evaluable, planning the evaluation, documenting program processes, selecting/adapting/developing instruments for assessing student outcomes, collecting outcome data, implementing an outcome evaluation design, processing and analyzing data, integrating and interpreting results, and preparing evaluation reports.

26.3 TITLE: Abbreviated Recommendations for Meeting Title VII Evaluation Requirements

AUTHOR: Lam, Tony C.M.; Gamel, Nona N.

YEAR: 1987 CONTRACT #: 300-85-0140

ORGANIZATION: RMC Research Corporation

APA: N FINDINGS: A

OBJECTIVES:

This report presented the general requirements and standards for completing an annual evaluation of a project that was funded under Part A of Title VII and provided recommendations for meeting each requirement. It is an abridged version of Volume 1, User's Guide.

METHODOLOGY:

The Bilingual Education Evaluation System (BEES), User's Guide, Volume 1, was reviewed and simplified into a version for practitioners.

SUMMARY:

In a simplified format, this report presents the general criteria for completing annual evaluations of projects that are funded under Part A of Title VII, along with recommendations for meeting each requirement. The report is divided into two parts. In Part 1, the evaluation requirements specified in the June 19, 1986 Bilingual Education Regulations are listed. Part 2 provides suggestions for meeting each requirement, including guidelines on defining participants, collecting data, and design and implementation of the evaluation.

RECOMMENDATIONS:

Recommendations include obtaining expert help in designing the evaluation and collecting data on background characteristics from all project participants before assessment, and then continuing to collect this information often. Project participants should be defined as all students who have participated in the project for 100 days or more. Tests that match the curriculum and are of appropriate difficulty levels should also be used. The gap-reduction design was suggested as a measurement of educational progress. More than one type of test should be used to measure academic achievement, and students should be prepared to take tests. Independent, trained test administrators and independent analysts should also be used.

27.0 STUDY: **REVIEW OF THE BILINGUAL EDUCATION MULTIFUNCTIONAL SUPPORT CENTERS**

TITLE: Review of the Bilingual Education Multifunctional Support Centers (BEMSC)

AUTHOR: Kutner, Mark A.; Pelavin, Sol A

YEAR: 1987 CONTRACT #: None specified

ORGANIZATION: Pelavin Associates, Inc.

APA: N FINDINGS: A,T

OBJECTIVES:

The objectives were to provide a detailed description of the nature of BEMSC training and technical assistance services, and the characteristics of individuals and school districts receiving services. In addition, detailed information was provided on the sponsoring organizations which operate BEMSCs, the organizational structure of BEMSCs and their staffing patterns, BEMSCs contract levels and expenditures, content and quality of BEMSC training, and technical assistance, coordination, and information dissemination services.

METHODOLOGY:

Research methodology included BEMSC document and data file review, interviews with BEMSC staff, and site visits to 11 of the 13 BEMSCs. Telephone calls, mail contact, and ED records were used for the remaining BEMSCs which were not visited.

SUMMARY:

The results indicate that the BEMSCs have been quite successful in delivering training and technical assistance to a large number of clients in a cost-efficient manner. Title VII school districts, and teachers within these districts, are the most frequent recipients of services. BEMSC training and technical assistance are not duplicative of other federally-funded service entities.

RECOMMENDATIONS:

BEMSCs could operate even more efficiently if staff time was used to emphasize the delivery of services rather than to carry out administrative duties.

28.0 STUDY: ACADEMIC LANGUAGE TALK: SIGNIFICANT FEATURES IN THE RESPONSES OF EFFECTIVE COMMUNICATORS

TITLE: **Helping Limited English Proficient Children Communicate in the Classroom (A Handbook for Teachers)**

AUTHOR: Simich-Dudgeon, Carmen; McCreedy, Lynn; Schleppergrell, Mary

YEAR: 1988 CONTRACT #: 300-86-0069

ORGANIZATION: National Clearinghouse for Bilingual Education

APA: N FINDINGS: I

OBJECTIVES:

The objectives of this handbook were to provide a resource for teachers who want to integrate LEP students more fully into the verbal interaction in the classroom.

METHODOLOGY:

The three-year "Academic Language Talk" study identified significant features in the responses of 3rd and 6th grade students who were successful communicators, and translated these findings into teacher strategies to promote language and cognitive development. For this handbook, short "capsules" were developed which summarize the research results and present suggestions for classroom use.

SUMMARY:

This handbook is a resource for teachers who want to integrate limited English Proficient (LEP) students more fully into the ongoing verbal interaction in the classroom. It highlights issues related to the verbal participation of LEP students and provides suggestions for encouraging them and helping them improve their oral skills. The ideas in the handbook constitute applied findings which resulted from the "Academic Language Talk" study to identify significant features in the responses of "successful communicators/responders" during academic verbal interaction. The handbook consists of 19 "capsules", each summarizing research results and presenting suggestions for classroom use.

RECOMMENDATIONS:

It was recommended that teachers avoid fill in the blank questions and give students more time to think through challenging questions.

29.0 STUDY: **RESOURCE COMPENDIUM OF ASSESSMENT INSTRUMENTS WHICH CAN BE USED TO HELP SCHOOLS IN THE EDUCATION OF LEP STUDENTS**

TITLE: A Resource Compendium of Assessment Instruments Which Can be Used to Help Schools In the Education of LEP Students

AUTHOR: Iribarren, Norma

YEAR: 1988 CONTRACT #: 300-86-0050

ORGANIZATION: Upper Great Lakes Multifunctional Resource Center

APA: N FINDINGS: A

OBJECTIVES:

This report provided an annotated bibliography of commonly used assessment tests that are designed for limited English proficient students from pre-school through adult.

METHODOLOGY:

Fifty-nine assessment instruments were reviewed for reliability, validity, and equity. This report includes a brief description of each test, the targeted grade levels, the amount of time suggested for administration, the type of administration, and the languages assessed.

SUMMARY:

Five categories of assessment tests commonly used in bilingual educational settings were included in the bibliography. These categories are achievement, language proficiency, vocational goal inventories, and personality inventories.

RECOMMENDATIONS:

There is no instrument which is 100 percent reliable and tailored to the individual LEP student so additional measures should be utilized, such as interviews, observations, and conversations. The most reliable results can be obtained by using a combination of measures.

30.0 STUDY: **THE NATIONAL EVALUATION OF SERVICES FOR LIMITED ENGLISH PROFICIENT NATIVE AMERICAN STUDENTS**

30.1 TITLE: **Instructional Services for Native American Students with Limited English Proficiency: Year One Report of the National Evaluation of Services for Limited English Proficient Native American Students**

AUTHOR: Rudes, Blair A.; Young, Malcolm B.; Shaycoft, Marion F.; Zehler, Annette M.; Day, Harry R.; Kaplan, Leesa

YEAR: 1988 CONTRACT #: 300-85-0175

ORGANIZATION: Development Associates, Inc.; Research Triangle Institute

APA: N FINDINGS: S,T,A,I

OBJECTIVES:

The primary objective of the first part of the study was to provide an analytic description of instructional services provided to limited English proficient Native American students in the elementary grades and to provide a description of students being served. The primary objective of the second part was to acquire an understanding of the degree to which these instructional services are effective in helping Indian students function in school. This report focuses only on the first part of the study.

METHODOLOGY:

The study focused on schools participating in Title VII projects for Native American students. Data were collected on two cohorts of students in a national sample of schools served by Title VII projects (58 projects were identified as serving primarily Native American students). Cohort 1 included students in grade 1 during the 1985-86 school year. Cohort 2 included students in grade 3 during 1985-86. Fifty-six of the 58 identified projects had complete descriptive data. Twenty-three projects were selected for on-site data collection. The 23 projects included 17 public schools, 12 tribally controlled schools, and 3 Bureau of Indian Affairs schools, all in remote and poor areas on or near current or former reservations. Schools ranged in size from 31-592 students. Information on school districts, schools, principals, instructional staff, parents, community leaders, and students were collected through questionnaires and standardized aptitude and achievement tests.

SUMMARY:

This report described and analyzed the instructional services provided to limited English proficient (LEP) Native American students in the elementary grades and the background characteristics and academic achievement of the students receiving these services. The study focused on schools participating in Title VII projects for Native American students. Context was provided to the study by briefly reviewing the history of Indian education in the United States and placing Title VII services within the overall framework. The report described the size and duration, goals and objectives, and services provided to the 23 projects selected for on-site visits. In addition, the study examined how students are identified as eligible for the Title VII services, and discussed context characteristics of the school, home, and community environments. The authors noted the great diversity of language groups and tribes represented in the study, pointing out the difficulty of making generalizations in such circumstances. Overall, though, the data indicated that Indian students attending rural schools on or near a reservation perform poorly on standardized achievement tests and have serious educational problems.

RECOMMENDATIONS:

The study recommended performing a comprehensive assessment of the schools that Indian children attend because the data show that while students have average or slightly above average aptitudes, they perform very poorly on standardized achievement tests.

CAVEATS/LIMITATIONS:

It should be noted that the extreme diversity of language backgrounds in schools served by 56 Title VII projects made it difficult to draw valid generalizations. In the 23 projects visited, there were 16 tribes and 18 languages.

30.2 TITLE: **Academic Performance of Limited English Proficient Indian Elementary Students in Reservation Schools: Year Two Report of the National Evaluation of Services for Limited English Proficient Native American Students**

AUTHOR: Young, Malcolm B.; Rudes, Blair A.; Shaycoft, Marion F.; Hopstock, Paul J.

YEAR: 1988 CONTRACT #: 300-85-0175

ORGANIZATION: Development Associates, Inc.; Research Triangle Institute

APA: N FINDINGS: I

OBJECTIVES:

The purpose of this report was to describe the academic performance of elementary grade level limited English proficient Indian students attending school on or near Indian reservations.

METHODOLOGY:

Data were collected over a two-year period from two student cohorts (1st and 3rd graders) in a national sample of elementary schools served by Title VII projects which served Native American students. During the first year, 23 projects serving 1,588 first and third graders in 32 schools were selected for on-site data collection. Information on school districts, schools, principals, instructional personnel, parents, community leaders, and students was collected through specially-developed questionnaires and standardized aptitude and achievement tests. Eight of the 23 projects were chosen for further study. During this second year, only a sample of students and their teachers were surveyed. Stanford Achievement Tests were given to sampled students. Descriptive, associative, and causal analyses were conducted to explain students' level of academic achievement based on test scores and interview data from teachers, parents, and school officials.

SUMMARY:

In this report, the academic performance of elementary grade level limited English proficient Indian students attending school on or near Indian reservations was described. The major finding of the study were that the academic achievement scores of the Indian students are extremely low. These scores declined or remained the same over the two years of the study, despite the fact that the schools had been receiving federal funding targeted at improving student achievement. Two factors were associated with the low test scores of these students: (1) community use of Indian languages and the subsequent low English proficiency; and (2) home/family characteristics such as lack of support for educational achievement.

RECOMMENDATIONS:

Those schools which are successful in terms of achievement test results and factors associated with that success should be systematically identified. The results of such a study could provide recommendations for improvements in the education of Indian children.

CAVEATS/LIMITATIONS:

The small size of the student sample imposed restrictions on the search for explanations for the low achievement of the students.

31.0 STUDY: PARENT PREFERENCE STUDY

TITLE: Parent Preference Study: Final Report

AUTHOR: Baratz-Snowden, Joan; Rock, Donald A.; Pollack, Judith; Wilder, Gita Z.

YEAR: 1988 CONTRACT #: 300-85-0208

ORGANIZATION: Educational Testing Service

APA: Y FINDINGS: S

OBJECTIVES:

The objectives were to conduct a national survey of parents of school aged Asian, Puerto Rican, Mexican American, and Cuban students in order to examine educational preferences that language minority parents have regarding the role of English and the non-English (home) language in instruction and to determine what factors are associated with the various educational preferences that parents possess.

METHODOLOGY:

Survey samples included parents of Asian, Puerto Rican, and Mexican American students in grades three, seven and eleven who had participated in the National Assessment of Educational Progress Study (NAEP) and parents of Puerto Rican and Cuban students identified through telephone surveys in two large metropolitan areas. Data were collected through interviews (by telephone or in-person) with parents regarding their perceptions and attitudes toward school, general aspirations for children, family practices related to language use/contact, and demographic information. Interview questionnaire forms were also translated.

SUMMARY:

This report presents findings from a national survey of parents of school-aged Asian, Puerto Rican, Mexican-American, and Cuban students who are language minority, but not necessarily limited English proficient. Results demonstrate that all parents, regardless of ethnicity, support their childrens' learning English and the provision of special language services. Parents were most concerned with addressing the need for special services rather than concerning themselves with the best type of bilingual service. Parents also support giving extra help to students to learn English. Large differences exist among ethnic groups in terms of level of support for certain types of instruction. Both within and among ethnic groups there are differences in views regarding the most desirable instructional practices.

RECOMMENDATIONS:

With the diversity among and within ethnic groups regarding parental preferences for services, schools should offer options in the types of special language services they provide.

CAVEATS/LIMITATIONS:

The two study samples could not be combined for analysis because of differences in the selection processes. The sample of Asian, Mexican American, and some of the Puerto Rican parents were chosen from a National sampling frame. The supplementary sample, of Cuban and Puerto Rican parents, was selected from two large metropolitan areas. In addition, many of the parents who were interviewed were unable to specify the language policies/practices in their children's schools. Thus, it was difficult to generalize responses, and there was much "teaching " of bilingual services while gathering information, since many parents did not know the school situation.

32.0 STUDY: NATIONAL ASSESSMENT OF CHAPTER 1

TITLE: Chapter 1 Services to Language-Minority Limited English Proficient Students: A Substudy of the National Assessment of Chapter 1

AUTHOR: Carlson, Elaine; Strang , E. William

YEAR: 1988 CONTRACT #: 400-85-1008

ORGANIZATION: Decision Resources Corporation

APA: N FINDINGS: S,A,I

OBJECTIVES:

The purpose of this report was to describe the programs and services available for language-minority LEPs through Chapter 1 and other special federal, state, and local programs designed specifically for language minority LEPs. Three concerns central to the study were whether Chapter 1 provided English language services for language minority LEP students in place of non-Chapter 1 special programs; whether Chapter 1 selection procedures distinguished between language deficiency and educational deprivation; and whether Chapter 1 programs turned into language acquisition programs when serving language minority LEPs.

METHODOLOGY:

Multiple data sources from the National Assessment of Chapter 1 were reviewed. These data sources included: a national school survey of principals and teachers; a national district survey of Chapter 1 coordinators; a detailed study in 30 districts of how districts select Chapter 1 schools and students and the effects of these on services; and a study of how districts allocate resources and how schools and districts make Chapter 1 program design decisions.

SUMMARY:

Results indicated that Chapter 1 programs do not preclude offering a special language minority LEP program to language minority LEP students. Standardized achievement tests and teacher judgements were used by most districts in selecting students for Chapter 1 services, though some districts automatically excluded or included LM/LEPs in Chapter 1. Chapter 1 ESL services differed from regular Chapter 1 instruction and special LM/LEP programs that were not funded through Chapter 1.

CAVEATS/LIMITATIONS:

Data were collected at the school or district level, thus providing information on types of services offered but not on types of services actually received by students. Information on the variety of selection criteria, funding sources and levels, and program goals across states and districts was not collected.

33.0 STUDY: **A DESCRIPTIVE STUDY OF THE SIGNIFICANT FEATURES OF EXEMPLARY SPECIAL ALTERNATIVE INSTRUCTIONAL PROGRAMS**

TITLE: Study Design Report for A Descriptive Study of the Significant Features of Exemplary Special Alternative Instructional Programs (SAIP)

AUTHOR: Southwest Regional Educational Laboratory

YEAR: 1988 CONTRACT #: T288001001

ORGANIZATION: Southwest Regional Educational Laboratory

APA: N Findings: I

OBJECTIVES:

The objective of this report was to provide a design for conducting A Descriptive Study of the Significant Features of Exemplary SAIPs.

METHODOLOGY:

This report was a description of the study design for the overall study. It included a literature review and described criteria for sample selection, data collection procedures, data preparation and analyses, and the process for reporting findings. Data collection for the study included site visits, classroom observations, survey questionnaires, and a review of documents.

SUMMARY:

The overall purposes and objectives for the study are presented, and contextual features of instructional programs are discussed, including features of schools, curriculum and instruction, bilingual instruction, and second-language learning and teaching. In addition, characteristics of language minority-limited English proficient students as successful students are described.

34.0 STUDY: **EFFECTIVENESS OF SERVICES FOR LANGUAGE-MINORITY LIMITED ENGLISH PROFICIENT STUDENTS**

34.1 TITLE: Effectiveness of Services for Language-Minority Limited English Proficient Students: Executive Summary

AUTHOR: Burkheimer, Jr., G.J.; Conger, A.J.; Dunteman, G.H.; Elliot , B.G.; Mowbray, K.A.

YEAR: 1989 CONTRACT #: T288-016-001

ORGANIZATION: Research Triangle Institute

APA: N FINDINGS: S,T,A,I

OBJECTIVES:

This executive summary presents results of the analysis of data collected in the longitudinal phase of the National Longitudinal Study of the Effectiveness of Services for Language-Minority Limited English Proficient Students (Young et al., 1984, **21.1**; 1986, **21.2**). The study was conducted from 1984 through 1987.

METHODOLOGY:

The analyses were based on data collected from selected schools and districts, using approximately 40 separate data collection instruments, including standardized achievement tests and a nonverbal measure of ability. Data were obtained on 5,748 students who were in the first grade during the base year of the longitudinal study and 4,428 who were in the third grade during the base year. Analyses were primarily restricted to a subset of eligible students who were LEP and Spanish speaking. Further restrictions reduced later analyses to a smaller number of the original group of students. A number of variables were analyzed: student background, educational history, home background, school and classroom characteristics, teacher characteristics, instructional exposure, program outcome measures.

SUMMARY:

This summary presents results of the longitudinal phase of the National Longitudinal Study of the Effectiveness of Services for Language Minority Limited English Proficient Students, based on data collected during 1984 through 1987. The analyses indicated that English oral proficiency was positively related to instructional approaches that support the use of English and emphasize reading and writing ability. Similarly, students who were provided with instruction specifically geared toward the limited English proficient had higher oral proficiency in their native language. Overall, however, achievement in math and English language arts was not facilitated by any one instructional method, but rather by an approach that was consistent with the students' skill level. The authors concluded that local policies and practices for the education of limited English proficient students are largely determined by such factors as legislative requirements, economic restraints, the number of limited English proficient students and the degree of community support for a given program.

CAVEATS/LIMITATIONS:

Incomplete data existed for LEPs The proportion of original samples receiving LEP services in successive years represented different and smaller subpopulations. Different types of students, classrooms, teachers, instructional strategies, and schools were clustered within specific districts. The original study did not have sufficient numbers of LEP students receiving LEP services for the first time and the nature and the extent of prior LEP services were not fully described by the data.

34.2 TITLE: Effectiveness of Services for Language-Minority Limited English Proficient Students: Volume I (Chapters 1-8)

AUTHOR: Burkheimer, Jr., G.J.; Conger, A.J.; Dunteman, G.H.; Elliot, B.G.; Mowbray, K.A.

YEAR: 1989 CONTRACT #: T288-016-001

ORGANIZATION: Research Triangle Institute

APA: N FINDINGS: S,A,I

OBJECTIVES:

The purpose of this report was to analyze data collected in the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited English Proficient students (Young et al., 1984, **21.1**; 1986, **21.2**), including summaries of all relevant results. The report discussed the relationships among and within background variables, and the effects of these on instructional exposure and student outcomes; the effects of school, teacher and classroom characteristics on instruction and student outcomes; and the effects of instructional exposure (and successive exposure) on student outcomes.

METHODOLOGY:

The analyses were based on data collected from selected schools and districts, using approximately 40 separate data collection instruments, including standardized achievement tests and a nonverbal measure of ability. Data were obtained on 5,748 students who were in the first grade during the base year of the longitudinal study and 4,428 who were in the third grade during the base year. Analyses were primarily restricted to a subset of eligible students who were LEP and Spanish speaking. Further restrictions reduced later analyses to a smaller number of the original group of students. A number of variables were analyzed: student background, educational history, home background, school and classroom characteristics, teacher characteristics, instructional exposure, program outcome measures.

SUMMARY:

The purpose of this report was to summarize data collected during the National Longitudinal Evaluation of the Effectiveness of Services for Language Minority Limited English Proficient Students and analyzed in this study. Volume I discusses characteristics of two cohorts of native Spanish-speaking students, their teachers, classrooms, and schools. The relationships among these variables were reviewed in light of how well they predicted the types of services provided to LEPs, how these factors were related to English language arts and mathematics achievement, and exit procedures from LEP services. A variety of findings were noted. LEP students who were receiving services more akin to those provided to English proficient children were more likely to be exited from LEP services. Students who received instruction specifically geared to their skill level showed greater achievement in math and language arts. Overall, however, local policy largely determined the assignment of LEPs to special services as well as exit from services.

RECOMMENDATIONS:

The authors recommended that further study of these issues should consider selecting districts on the basis of services and exit policies; obtaining achievement results in math and language arts in the student's native language; devoting more effort to student contact and data collection over time; selecting students who are just entering special services or thoroughly reviewing their educational history; focusing on Hispanics, as they are the largest group of LEP students.

CAVEATS/LIMITATIONS:

Incomplete data existed for LEP students. The proportion of original samples receiving LEP services in successive years represented different and smaller subpopulations. Different types of students, classrooms, teachers, instructional strategies, and schools were clustered within specific districts. The original study did not have sufficient numbers of LEP students receiving LEP services for the first time and the study instruments did not adequately measure the nature and the extent of prior LEP services.

4. What is the theoretical foundation for active learning?

Although theoretical foundations of active learning were not explicitly addressed, three approaches that have contributed to its development were referred to in the discussions. The work of situated cognition theorists, of L. S. Vygotsky, and of Paulo Freire were mentioned. One of the main concepts of situated cognition is that knowledge is socially organized and is based in activity and participation, involving a process of negotiation and renegotiation of meaning. This approach assumes a processing and reprocessing of concepts that enhances cognitive structures. The ways people know and learn are linked to their cultures and societies. Vygotsky also emphasized the social interactional context of learning and suggested cognitive aspects of learning such as the "zone of proximal development," which is the skill or knowledge level that is just beyond the student's current level. This is the level where instruction and, especially, guidance or facilitation of learning by a teacher will be most effective. Freire pointed out that instruction is most effective when it is situated within the students' own knowledge and world view. Relevance to the student's world provides context and meaning for what is learned.

5. In an active learning environment, what does active learning imply for the teachers and students in the classroom?

Active learning implies interaction between teachers and students, as well as between students, in new ways. Essentially, active learning implies a change in the roles and responsibilities of the teacher and students in the classroom. The teacher becomes a companion in learning, and offers facilitating guidance for students--offering "scaffolding" for students' new discovery and learning. The teacher's role is therefore changed from one in which he/she dispenses information and structures information to be learned, to one of guiding the student's efforts in defining and structuring the information needed. The teacher's new responsibility is to ensure that students learn how to learn, how to question and guide themselves through new areas of inquiry.

The student takes on greater responsibility for his/her learning through helping to define and structure what is to be learned. The student takes on the role not only of learner but also of teacher, through activities in which students share information and skills that they bring to the classroom activities and through reporting and sharing problem-solving in new areas of knowledge. It is in taking on these new roles and responsibilities that learning and teaching become accepted activities for all, and a shared community of learners develops. Critical to this development of community is the process of communicating what is being questioned and what is becoming understood. This emphasis on communication for the purpose of sharing essential information is important for all learners, but it is particularly critical for LEP students. It is through this sharing in a range of contexts that LEP students are provided with numerous opportunities to hear and use language in support of meaningful and challenging goals. As a result they are given the opportunity to development both linguistic and cognitive skills.

6. What does active learning imply for--or require of--the school as a whole?

The focus group participants described the involvement of the whole school as crucial in implementing an active learning instructional model. Active learning has far-reaching implications not only for instructional methods and curriculum, but also for teacher evaluation, the ways teachers relate to each other and the principal, the roles of parents, and the school's relationship with the community. It is unlikely that one classroom could successfully adopt active learning approaches in the context of a school that was not totally committed to active learning.

Focus group participants pointed out that implementation of active learning in a school is a long-term commitment. Active learning is characterized by the building of interactive processes, and these processes take time to develop. Teacher and principal commitment to the implementation of these processes is a necessary first step. Staff development and training is an on-going need; an active learning environment cannot result from a single workshop approach. There must be time for school personnel to reflect on what they are doing and to develop a vision for the future. The change to active learning approaches is a deep change that will affect all aspects of the school, and ensure continuity for students from year to year. This kind of change cannot be made quickly and easily.

Implementation of active learning instructional approaches in a school requires team work. Teaming occurs at several levels: between teachers, between teachers and the principal; between school instructional staff and other school staff; and between parents and school personnel. Instructional teaming between and within grade levels is important and should be encouraged. In order for teachers to do this kind of joint teaching, they need time and opportunity to talk and plan together. There should be leadership from among teachers, with some teachers willing to serve as models.

Therefore, implementation of an active instructional model and promotion of an active learning environment requires a restructuring of understanding about relationships in the school. In addition to the teaming at several levels, all of the staff need to view parents and community as part of the active instructional team, and to view students as themselves providing important resources for active instruction. There is therefore a need for a perspective in which the school and community together see themselves in a shared endeavor, and exemplify this by sharing of information and assistance in both directions. To develop this perspective, schools need to reach out to the community and also need to inform the community of ways in which they (parents and community members) can help the school.

The principal was identified by the focus group participants as a key player whose support is critical. Although much of the development effort and energy for implementing an active learning model within the classroom comes from the teachers, the principal should be responsive to teacher-defined needs and goals, and can mediate with the district in order to support the school's plan. The principal should reach out not only to teachers and students but also assist the school staff as a whole in reaching out to the community in systematic ways to create a sense of a "school family" or "school community." There should be regular opportunities for discussion to share information and promote the building of the school community. When everyone is given a stake in decision-making and implementation, the responsibility for providing high quality education to all students belongs to all school staff members.

Implementation of an active learning environment gives a new "feel" to the total school environment. There is productive noise as students are busily engaged in instructional activities. Instruction is not isolated within the four walls of a classroom, but flows out into all the areas of the school as students work in the halls, the playground, in combination with other classes, in the community, etc. Students of all backgrounds have opportunities to work together on shared projects, and student work is showcased throughout the school.

7. What is the role of the students' home and community?

The students' home and community have an important role in active learning instructional approaches for two reasons. First, because of the emphasis on meaning and relevance to the student, active learning curricula will incorporate aspects of the community history and values of the students. Opportunities and mechanisms should be established for drawing on community knowledge and resources. In classrooms with minority students, this means that the minority culture must be taken into account. One of the benefits of active learning instructional approaches is that majority and minority students can share their community background and culture with each other. Second, because active learning requires interaction between the school and the home/community, there is an expectation that parents will participate in the school, both in traditional ways (such as working in classrooms, attending parent meetings and participating in fund-raising events), in a decision- and policy-making capacity by serving on governance boards, and/or by parents working at home with their children in ways that support the school's overall concern with student engagement in learning.

The school-community relationship may be reciprocal. Community organizations or businesses may provide programs benefitting students, such as internships for older students, while the school may become involved in helping the community in some way such as opening the school for community activities or helping parents and caregivers incorporate active learning in their home activities.

B. DISCUSSION TOPIC 2: ACTIVE LEARNING IN INSTRUCTION OF LEP STUDENTS

This discussion session considered the application of active learning to LEP students in particular. Beginning from the understanding of active learning in general, the focus group participants were asked to consider what might need to be modified or given greater emphasis--or what additional components might be added--in applying an active learning instructional model to LEP students.

1. What components of the definition of active learning are particularly important for the instruction of LEP students?.

Ramirez et al. (1991) noted that in the classrooms they observed, students produced little language, and when they did, it was most often simple recall. In a classroom characterized by active learning, on the other hand, engagement, participation, dialogue, and social interaction all require some form of language production within contexts in which language is used in meaningful ways, i.e., to convey information and accomplish tasks. In addition, active learning environments offer the student a range of different conversational opportunities (e.g., one on one, small group, teacher - student, student-student) focused on a variety of tasks. They provide many situations in which the student can produce and manipulate language to support a variety of goals.

Focus group participants pointed out that because active learning encourages the use of experience and knowledge from the students' community and home in the classroom, active instructional approaches are well-suited to classrooms with linguistically and culturally diverse students. They noted that the anthropological literature on education indicates that cultural discontinuities between minority students and schools can negatively affect the achievement of those students. Conversely, when instruction is linked to the students' cultural background, achievement rises. Therefore, active learning approaches offer a way to take advantage of the strengths and knowledge that students from diverse cultural backgrounds bring to the classroom.

One example of how student knowledge can be incorporated into curricula is Luis Moll's "funds of knowledge" approach. The "funds of knowledge" model assumes that language minority students come to school with knowledge and strengths that can and should be utilized by the school. Greater utilization of students' knowledge empowers students to participate more fully and raise achievement.

2. How does the definition need to be modified or expanded to meet the special needs of LEP students?

Focus group participants suggested that the definition of active learning may not necessarily need to be modified or expanded, but they emphasized that teachers must be sensitive to the differences of LEP students, both culturally and linguistically. LEP students have special needs in that they are developing competence in a second language at the same time as they are acquiring content skills. Therefore, teachers must be skilled in how to use content lessons as a means of promoting language development. This means establishing a language-rich environment and providing contextual supports for students' understanding of the language being used. Thus, facilitation of student learning within an active instructional model applied to LEP students requires greater emphasis and preparation on the part of the teacher and school. For example, the teacher needs to be sensitive to processes of language development and become aware of ways in which he/she can provide additional support for the student's understanding of the instructional content. In addition, teachers need to be able to define alternative means by which students, even without full proficiency in English, can contribute to group activities and demonstrate or share what they have learned. Teachers must be attentive in particular to the composition of groups that involve LEP students. Thus, there are additional requirements that must be identified, and principles for implementation defined, when describing active learning for LEP students.

The focus group participants emphasized predictability and clear structure as providing a "safe" context for learning activities in the classroom. This takes on even greater significance for students who are not fully proficient in English and who, therefore, are less able to follow instructions and explanations. If these students can enter the school and the classroom knowing what their day will be like, understanding the expectations for their activities during the day, and knowing what are considered acceptable means of accomplishing tasks in the school, then they will be able to focus their energies on their learning.

All students bring with them individual backgrounds, histories, and experiences that shape who they are as learners and as participants in the classroom. Teachers already know to expect this. However, for the teacher who works with students who come from very diverse cultural and linguistic backgrounds, there are new levels of sensitivity required in understanding how this diversity may affect learning and participation. Teachers do not need to become experts in each culture, but they do need to learn to be open and receptive to learning again about these differences with each student.

For example, aside from the English language, LEP students are also acquiring sociolinguistic behaviors about what it means to be in school (such as when to speak and when not to speak, how to get the floor, how to interact with others, what school routines and norms are). Students from different cultural backgrounds may have ideas or behaviors that are contradictory to the norms of an American classroom. Students need guidance in learning how to be a student in this country's culture, while at the same time, teachers need to be sensitive to the influence of culture in their students' behaviors. For example, with respect to linguistic behaviors, English proficient students may use active questioning, story-telling, peer talk and writing to show engagement, while LEP students may use non-linguistic ways to display learning and interest. Development of an increased sensitivity to these types of differences is an important part of implementing an active instructional model with LEP students.

3. What are the goals of active learning for LEP students?

All of the goals of active instruction that were defined for the general education context (e.g., personal engagement) also apply to active instruction for LEP students. In addition, there are several goals that are specific to LEP students.

One important goal for LEP students is learning to speak, understand, read and write English. An active learning instructional model, in its emphasis on involving all students together, LEP and non-LEP, in learning from and teaching each other, provides LEP students with both motivation for learning English and opportunities to practice English use. In return, non-LEP peers can be offered opportunities to learn the non-English language of the LEP students.

A second and equally important goal of an active learning instructional model is to give LEP students equal access to the content curriculum. Teachers should not lower expectations for culturally and linguistically diverse students. Lowering expectations implies that diversity equals deficiency, which is a contradiction of the principles of active learning.

Finally, development of the native language may be a goal depending on specific school-based circumstances (for example, whether or not the language minority is homogeneous, whether there are trained bilingual teachers available, etc.). The native language would be supported and used in an active learning environment where possible as part of the affirmation of the students' home/community.

4. What are the advantages of an active learning approach with LEP students versus a passive learning approach?

Focus group participants noted that a major over-all advantage of active learning over passive learning is that the personal engagement of active learning draws students into the learning process. In passive environments, it is easy for students to disengage when they are unable to comprehend or participate in class activities, or when they do not perceive the school activities as relevant to their lives. In active learning environments, students are enticed into participation and develop a motivation to learn that is based in the positive and self-affirming experiences that they have had in the classroom.

The main instructional advantage of active learning approaches for LEP students in particular is that they use a variety of modalities, taking advantage of all the senses and abilities of the student. Passive instruction relies heavily on the ability to orally comprehend and read academic English, and the lack of these skills precludes many LEP students at beginning and intermediate stages of English proficiency from participating.

5. What does an active learning approach to LEP education contribute to/require of the school environment and community within the school?

All of the requirements for the school environment that were discussed for the general education context (long-term commitment, team work, and whole school commitment) apply to contexts with LEP students. In the case of a school with language minority students, the sense of school community must include recognition of and respect for the cultural diversity of the students, and incorporate the knowledge, experiences, and resources of their homes and backgrounds. The effect of diverse cultures is felt as the curriculum is modified to include "funds of knowledge" and their networks, and as language minority parents are included in the school family. Community participation may include festivals highlighting multiculturalism, projects displayed in the school that incorporate native language and culture and hiring teachers and other staff who have the same language/cultural background as the students. The school in this way benefits as a whole from a rich exposure to varied forms of knowledge and experiences.

Focus group participants noted that celebrating festivals of various ethnic groups should be contextualized, meaningful, and integrated with other activities rather than as isolated events. There should be ongoing incorporation and appreciation of the students' culture. Superficial reference to holidays, typical foods and dress, and celebrations such as "Chinese week" and "Hispanic week" are not enough--and, in fact (as noted by one participant), such isolated, decontextualized events, can serve to make students of the celebrated group feel embarassed at being pointed out in this way.

6. What special considerations need to be taken into account in defining the role of the LEP student's home and community background in an active learning environment?

One first step noted by the focus group participants is to find out if active learning is compatible with the home culture. Often it is not and in that case the school must give greater emphasis on explaining the instructional model to parents. Similarly, the culture may have specific expectations regarding the role of parents in relation to school and teachers which may make the parents very reluctant to take on more active roles in the school. Again, parents will need encouragement and assistance in understanding the possible ways in which the school would like to work with them and gain their help in promoting their child's learning.

Several focus group participants pointed out that their experience with parents showed that the main thing parents would like from the school is information on how they can help their children. Because of the language barrier, many parents feel they are not able to help their children with schoolwork. When a good relationship has been established, workshops (in an active learning format) could be offered to teach the parents how to practice skills and activities that the child is working with in school. This would bring the parents into the school and give them a better understanding of what the school's expectations are for the students. It would help to make parents and families aware of how they can contribute, either at home or at school.

School personnel need to understand that many language minority parents are intimidated when they come into the school. Ways of overcoming this include having bilingual personnel available to assist and having a room where parents can meet and interact when they come to the school. Having a parent room gives parents a chance to share concerns and ideas and helps to develop their sense of being a part of the school community.

Since it is necessary to incorporate the home experience into classroom instruction and the school environment, mechanisms for drawing in community knowledge must be established. This is not an easy step and there is no single answer for how this can be accomplished. Focus group participants suggested that one way to start is with home visits in which the teacher can come to understand more about the family and become familiar with the culture and background of the ethnic group. Another way of getting started is for teachers to have students utilize the homes and community as an object of study. For example, students can make maps of their communities, meet and interview community people, and investigate community problems using community people as resources.

The focus group participants pointed out that teachers should become aware of how pervasive the effects of culture are. For example, it is possible for a lesson to embody all the principles of active learning and be wonderful from an instructional point of view, but fail for cultural reasons (a science lesson that involved the dissection of frogs, for example, would fail with Navajo, Hopi, and Apache students, for whom frogs are sacred). Cultural differences also exist in discourse structure (such as differences in pause time between speakers, conversational turn-taking, etc.) and other areas such as how to praise and how and when a student may address the teacher. When there is conflict between the home culture and the school culture, the teacher should recognize the legitimacy of both and teach biculturalism.

Many schools have very diverse student populations, and in each school year a given teacher may be faced with students from several different nations or cultural backgrounds that he or she is unfamiliar with. It is not as necessary for teachers to learn all about each individual student's home country and culture as it is necessary for them to realize deeply that they do not know. Teachers must be sensitive to the differences. An attitude of respectful listening to students and reflecting on student behaviors may raise questions and bring solutions for cultural issues.

C. DISCUSSION TOPIC 3: THE IMPLICATIONS OF ACTIVE LEARNING FOR THE CLASSROOM

In the sessions related to Topic 3, focus group participants discussed instructional strategies that are appropriate for implementing an active learning design for limited English proficient students. The topic was divided into three sections: general active learning strategies, instructional strategies to promote active learning within specific content areas, and the support systems required for an active learning approach.

General Questions

1. **What general instructional strategies or approaches would be most effective in working with limited English proficient students?**

As mentioned in the earlier session on defining active learning environments, the focus group participants felt that the terms "strategies" and "approaches" have mechanistic and prescriptive connotations. They preferred to talk in terms of "principles" that would be flexibly applied in many situations. As such, there are many general principles that are relevant to active learning classrooms which include LEP students. These principles can be divided into those dealing with the general classroom environment, those dealing with classroom organization, those dealing with the structure of interaction, and, finally, those that deal with ways of making the content of lessons comprehensible to LEP students.

Several of the principles mentioned here repeat those discussed earlier. For example, the participants identified the importance of the general **environment** of the classroom. The environment should be one in which all students are comfortable and feel that it is safe to take a risk. It is also an environment in which there is a predictable structure and clearly defined rules and structures that form the basis for the active learning activities. Classes should be small, and routines that provide a degree of predictability should be established and reinforced both orally and in written form. For students who are linguistically and culturally diverse, it is helpful to make daily routines habitual and predictable and to explicitly teach learning strategies and study skills. It is helpful to make rules explicit, both in written form on the board and orally, and to organize presentations in a way that helps students understand how knowledge is structured and relevant. Related to structuring, focus group participants also suggested use of graphic organizers.

To encourage verbal and non-verbal exchanges between students and sharing of ideas and tasks, the classroom physical **organization** should include moveable furniture that allows flexible room arrangements. Activity settings such as learning centers and small group discussion areas were suggested.

With respect to the **structure of interaction**, working in small groups or pairs was generally recommended in addition to traditional whole group teacher directed instruction. The types of activity groupings should include a full range of different types of work groupings: individual work, one-on-one dialogue with the teacher, paired work with another student, small group work with the teacher, and small group work with other students. The groups or pairs should be thoughtfully planned so that there is heterogeneity of English proficiency level and content ability level. Pairs may include a bilingual partner and a LEP partner so that key ideas can be discussed in the native language. At times, it may be appropriate to form homogeneous groups to work on a particular skill. Activities that are carried out by the groups should be planned so that every group member has a contribution to make towards the group's common goal, and all group participants are involved in producing oral or written output.

In order to make a lesson linguistically and cognitively accessible and **comprehensible** to students of varying English proficiencies, a teacher can: take an experiential approach to learning, using manipulatives; use nonverbal support; avoid idiomatic expressions unless they are explained; and carefully organize the content of their talk so that students can see the structure of the concepts easily. Visual support is important in the active learning classroom as it is in other classrooms. A variety of visual supports were suggested, including visual organizers, chalkboards, and overhead projectors.

Teachers may also make lessons comprehensible through the negotiation of meaning and instructional conversations, which require that teacher and student meet one-on-one for the teacher to conduct a conversation on content topics, giving the student the chance to practice academic language and stretch his or her language and cognitive level. Instructional conversations should ideally occur on a daily basis. When appropriate and possible, supplementary materials should be written in the LEP student's language. Teachers should monitor their own language use and provide additional context and nonverbal support for LEP students. Another strategy suggested was the use of journals, having students write every day, being sure topics are relevant and that someone responds to the student writing.

All of the above deal with the manner in which content is taught. It was stressed by the focus group participants again that the content itself is just as important as using appropriate delivery methods. The content must be relevant and important to the students. Otherwise, students will not be engaged, no matter how well the material is presented. Incorporating student interests and purposes will require that teachers have sufficient training to feel comfortable in moving away from textbook-based instruction to modify existing lessons or create lessons that fit their own needs, and in using an inquiry or discovery approach.

2. How would active learning be implemented in a classroom of all or predominantly LEP students versus a classroom with primarily mainstream, non-LEP students?

Focus group participants agreed that the principles of active learning would be constant regardless of whether a classroom contains many or few LEP students. One person pointed out that, except for linguistic expressions, LEP and non-LEP is an artificial division and that they should participate together at their levels of proficiency. A classroom that contained any LEP students, however few, would incorporate multiculturalism into the curriculum, and classroom tasks would be structured to adapt the linguistic level of the lessons for the LEP students.

Focus group participants agreed that the ideal situation is a classroom that consists of about 50% mainstream and 50% LEP students. In that classroom, heterogeneous grouping would work very well. Two people noted that the groups should be activity based and that pairs may work better than groups. The drawback to having a classroom that is all LEP is that the teacher is the only model of native English. The mixed classroom provides the opportunity for much peer interaction that would promote language acquisition in the LEP students, as well as give them opportunity to learn about the mainstream culture. The disadvantage of having few LEP students in a primarily mainstream classroom is that the needs of the LEP students may be overlooked. Teachers should be careful about correcting errors and should focus on helping LEP students feel good about themselves. In that kind of context, care would have to be taken to ensure that the content is cognitively and linguistically available to LEP students. Strategies suggested included the teacher spending more time with groups containing LEP students; providing individualized and written support for LEP students, e.g., explanatory notes, lesson plan); using sheltered ESL methods; talking about what is being read and written about; and using materials in the LEP students native language if possible.

3. How are individual needs of LEP students met under an active learning approach?

In a classroom with LEP students, there is potentially wide variation in English language ability, cultural-linguistic background, motivation to succeed in school, and previous school experience (for example, school experience in the home country may have been interrupted or the student may not have any schooling experience). Meeting these individual needs is a challenge. The diversity in English language ability can be handled through the development of lesson plans that incorporate activities and assessments for students with different English proficiency levels. In order to address individual needs in content skill level, there should be flexibility to pull out a small group that needs help on a particular skill and then merge them back into the class. Instructional conversations give the teacher a chance to work with individual students at the student's level and address the student's individual needs one-on-one. In an active learning environment, the teacher can build in opportunities for language development, providing opportunities for a variety of language interactions. Despite language limitations, in an active learning environment a student can participate according to his/her level of proficiency.

4. How does active learning apply to students in elementary and secondary schools?

Active learning approaches can and should be used in both elementary and secondary schools. However, there is presently a tendency for active learning strategies to be used more frequently in the elementary schools than in the secondary schools. Elementary schools traditionally have incorporated principles that leave them fairly well-positioned to adopt active learning approaches: there is an emphasis on "hands-on" activities; the teacher has the same group of children all day; there is a trend towards integrating curriculum with cross-disciplinary, thematic instruction; teachers are concerned with the "whole child".

Secondary education contrasts with the above on every point: classes are primarily conducted in a lecture format; the teacher sees many students every day for a short period of time; disciplines are largely compartmentalized (although there has been some tendency towards integration, e.g., writing as a part of every course, not just English composition); teachers see their responsibility as mainly being an expert in the subject matter, with less emphasis on the importance of knowing the student. In addition, one focus group participant suggested that in secondary education there may be discipline-specific discourse structures and ways of knowing. This kind of knowledge is as important for both LEP and mainstream students as the content knowledge itself. The focus group participants did not agree on whether such discipline-specific differences were barriers to implementing an active learning instructional model; they discussed whether the existence of such differences would hinder the application of any "generic" active instructional principles, and implications for English language acquisition.

There are several points that apply specifically to the needs of secondary LEP students. First, it should be understood that there is considerable diversity among secondary language minority students. There are new immigrants who have had adequate schooling in their home country and who are often highly motivated to learn English and graduate from high school. There are students who are entering the U.S. with little schooling in the home country and are very far behind in content knowledge. There are students who have many years in a U.S. school, but are still classified as LEP, and there are language minority students who are English proficient but may be at risk for other reasons.

Focus group participants noted that students who are classified as LEP often are in ESL classes or sheltered content classes that are helpful in working with the students at their level. A problem with this kind of class at the secondary level, however, is that in some states, a student cannot get credit towards graduation for these classes. This means either that LEP students should be given more than four years to graduate or the courses they take should be adequate for credit. Another disadvantage of limiting the high school experience to four years is that students are precluded from taking college-preparatory advanced courses because their schedules are filled with other classes that they must take due to their English proficiency level. Content instruction in the native language is rare at the secondary level.

Although active learning is potentially useful at the secondary level, its implementation would require more school restructuring than at the elementary level. It is unlikely that restructuring to allow secondary education to incorporate more active learning approaches would succeed if the restructuring were aimed solely at LEP programs. When this happens, LEP students may feel that they are being left out of "real" high school classes, which they perceive as being lecture and textbook based. This serves to reiterate that the adoption of active learning approaches must be a whole school commitment. Because of the extent of change that would be required at the secondary level, how -- or whether -- this restructuring would take place is an unresolved issue. It is clear that there ideally should be continuity between the elementary and secondary levels, so that a student who is entering a secondary school accustomed to active learning instruction is not held back by a format that prevents him or her from continuing his learning.

5. What are the expectations for student outcomes when using the active learning approach?

Outcomes for students were described by the focus group participants as developing an interest in and love of learning, development of higher order thinking skills, concept acquisition and content knowledge, and development of language skills. Because an active learning environment requires interaction among all members of the group and encourages tapping into the expertise of all the students, it promotes the use of written and oral language to communicate these different areas of knowledge and experience. Language is learned and used in meaningful contexts. It supports content learning and forms the basis for further language and conceptual development. Content knowledge is furthered through discovery and inquiry in a participatory way that fosters love of learning that continues beyond school walls.

6. How should student outcomes be measured?

The use of a variety of standard and alternative assessment instruments (e.g., performance assessment, portfolio assessment) is appropriate in active learning classrooms. Active learning instructional models should be accompanied by assessment methods and approaches that fit the instructional activities and goals. For example, instruction that is based on inquiry and problem solving is better assessed by the performance of a problem solving task than a pencil and paper test. Because one of the principles of active learning is that students have a stake in their own learning process, it is appropriate to involve students in the decisions about the process and content of assessment in some instances.

The teacher must keep in mind the English proficiency levels of the students and devise assessment tasks that separate language and content knowledge. This means that students who are at the very beginning stages of English acquisition may need assessments that allow for nonverbal responses and products to demonstrate knowledge that the student cannot yet express adequately verbally. Testing in the native language is appropriate when instruction is in the native language.

In addition to the usual assessment requirements (English level and content achievement), teachers in active learning classrooms should continually assess students for engagement. This means paying attention to student behaviors and reflecting on the circumstances when students seem to engage or disengage, keeping in mind that students may show engagement in different ways. A student who talks a lot in a group context is not necessarily engaged with the content; and a student who is silent is not necessarily disengaged.

Active Instructional Strategies Within Content Areas

7. What strategies or techniques could be used to teach specific content areas (math, science and literacy) in an active learning classroom?

The question about strategies or techniques for specific content areas raised more questions than answers. Focus group participants referred to the differences between the elementary school and high school settings. First of all, in many elementary schools, instruction is cross-disciplinary, often based on thematic units, and this type of curricular organization is one that is often the basis for an active learning instructional model. For these cases, asking about strategies that are specific to particular content areas appears contradictory. In the secondary schools, on the other hand, disciplines are kept distinct. However, the focus group participants observed that, in general, there simply is not much known about secondary instruction for LEP students and that there is a need for study at the secondary level to find out what actually is occurring. One focus group participant reported that a recent review of the literature on this topic identified only very few studies, and these went back only to 1990. Focus group participants recommended case studies of what teachers are doing in instructing LEP students at the secondary level, and in particular looking at how these teachers are linking content area instruction and language development.

One strategy that seemed useful in teaching science at any level was using an inquiry approach. For example, in the process of making explicit for themselves areas of a particular question they did not know, students in the Cheche Konnen project, in effect, outlined a program of investigation.

In summary, in response to this question on active learning instructional strategies specific to individual content areas, the focus group participants generally expressed a concern as to the appropriateness of the question in the case of integrated cross-disciplinary approaches, and expressed a need for further research on content area instruction at the secondary level. Their discussion here reflected the overall preference for defining active learning in terms of principles rather than specific practices or strategies.

8. What active language behaviors are associated with different subject matters?

Focus group participants agreed that much research is needed in the area of language behaviors and their relation to content. One member suggested that there may be different discourse for different disciplines and that discourse cannot be separated from instructional delivery. Different disciplines have different ways of organizing their world views, and those different ways are translated into their ways of teaching that discipline. Although participants agreed that each discipline has its own discourse style, views on the implications of the differences varied. Is the discourse of each discipline part of the instructional strategies? Is it part of the medium? Which strategies might be specific to a discipline and which might be applicable across disciplines? How is that content knowledge facilitated in a second language learner; is it different from that of a first language learner? Much of the theoretical work on second language acquisition does not address language acquisition in the context of specific content areas; more research is needed to clarify the relation of language acquisition to content.

In a discussion of whether there are different ways of thinking within each discipline, the focus group participants debated whether differences in content-related discourse also implied differences in ways of thinking and learning. In addition, the participants discussed the "language" of individual disciplines. One example discussed was that of experts within a discipline talking with one another. The way they mount an argument would differ from that of experts within another discipline. For example, in biology one has to know what counts as evidence to discuss biology and it is different from evidence in physics. The implication of content-specific discourse is that language minority students need to learn the language conventions of a discipline as well as the content.

9. How would active learning in the content area be implemented in the various types of programs in which LEP students are instructed? (e.g., programs using the students' native language versus those not using the native language)?

Active learning approaches are beneficial in both bilingual programs and in programs that use English as the language of instruction. The principles and practices are the same in both contexts, and the goal in both kinds of programs is for learners to produce all kinds of language for many different functions. However, because of the importance of valuing the student's culture and community that is a part of active learning, the native language is a resource that can be used. It may be used as the language of instruction when LEP students in a classroom share a common language background. When there are students from diverse backgrounds, native language support, in the form of materials in the native language, pair work between a bilingual student and a student who is dominant in the native language, and adults who can act as home/community liaisons can be used. In all cases, however, the instructional components that define active learning would remain the same.

10. What are the greatest benefits and challenges of using active learning in the content area?

This discussion was general rather than specifically addressing the question of the benefits and challenges of active learning in the content area. The focus group participants identified the greatest benefit of implementing an active learning program as the empowerment that is felt by those involved. There is no greater satisfaction in education than when teachers, students and parents have a real sense that they have come together to form a community and that they have ownership over the school. If schools, homes, and communities see themselves as partners in active learning and take that partnership as a responsibility, then learning takes place not only inside the classroom but all around us.

One of the main challenges that face the implementation of active learning is the challenge of resources. Any kind of change requires funding for training, personnel and materials. Second, implementation of active learning cannot be accomplished in a top-down fashion by district office mandate. The impetus must come from the teacher and school level, and both school and district administrators must be willing to support it.

Finally, the focus group discussed how the linkage between the school and the students' home and community can best be exemplified. Various attempts were made at creating a visual image to graphically depict this. An image of a bridge was suggested, the two sides of the bridge representing on one side the school and on the other side the home and community. Placement on the bridge exemplified the extent to which the school/classroom were meeting the home/community, and the extent to which the home/community was being incorporated into the school/classroom. The middle of the bridge in this image represents a point where there is a working and equitable blend of school/classroom concerns and goals with home/community needs and goals. However, as one participant commented, the bridge image implies that the home and school cultures are equally powerful entities. In reality this is not so. It implies that the individual in the middle of the bridge flows from one side to the other, but this idea does not deal with the social reality of poverty and urban problems. The discussion concerned the challenge involved in critically and honestly reflecting on who these students are and what their lives look like in reality, as opposed to idealized images. The challenge for schools is how to deal with societal questions such as the polarization of poverty and marginality. Is the goal of schooling to make the two sides of the bridge equal?

Another image that was suggested was of two rivers, one coming from the home culture and one from the school. The bridge would be the rapids where they are clashing. In some cases, the student may entirely reject one side or the other.

A third image was of three overlapping rings: classroom, school, home/community. Where they overlap is the linkage among the three. One focus group member pointed out that the circles could be different sizes depending on the extent to which one or the other of the classroom, school, or home/community had influence. Building on the overlapping circle image, another member suggested that the boundaries of the circles would be blurred if the barriers that separate us were removed and contexts were more fluid.

The challenge represented in all of these images was that of building linkages among the classroom, school, and home/community that work to support the active learning environment. The use of an active learning instructional model was an important and critical component to be developed.

11. What is the role of cross-disciplinary instructional approaches in active learning?

As discussed earlier, focus group participants agreed that cross-disciplinary approaches to instruction are seen mostly in elementary schools while secondary schools usually maintain an approach of separate disciplines. One cross-disciplinary approach involves the use of thematic units that integrate the content areas, the arts, cultural topics, and reading and writing. Another cross-disciplinary approach is an inquiry-based approach that emerges from a common class experience followed up by student observation, reflection, discussion, and planning under the guidance of the teacher. Educators hope that these approaches will foster communication and language skills as well as higher order thinking skills and acquisition of content and concept knowledge. Cross-disciplinary approaches may not in and of themselves promote active learning; however, examples of active learning mentioned by the participants included those with cross-disciplinary content. Further research is needed to clarify the role of various approaches in active learning.

Support Systems That Promote an Active Learning Environment

12. **What additional support is needed from the school in order to implement this approach? (e.g., tutoring programs, computer assisted instruction, special equipment, school counseling, out-of-school language and subject classes, parent education programs, home visits, etc.)**

It is necessary for teachers to have appropriate curricula and materials that are needed to implement active learning. This includes texts that are inquiry-oriented, address a multicultural audience, and are available in the native language (for native language programs). There is currently a shortage of adequate textbooks/curricula of this nature. Books that are developed by English as a Second Language experts tend to give poor treatment to content; curricula that are developed by content experts do not address the linguistic needs of LEP students, even when they are activity-based. In addition to the curriculum, students should have a good variety of leisure reading materials including books in the native language and those dealing with cultural themes, as well as access to American classics.

An active learning approach requires some reconceptualizing of instructional materials. The discovery-based approach of active learning requires math manipulatives, science equipment and other tools and materials needed for hands-on instruction. Of more important note, however, is the fact that a single "textbook" will not necessarily fit with an active learning, discovery approach. In keeping with the nature of this type of learning, materials and resources must be defined in ways that will match the unique needs of teachers and students. Rather than specific texts, sets of resources and guidelines for classroom-developed or identified materials may need to be developed. For example, a resource "cookbook" might be developed that provides suggestions as to resources and institutions to contact that are likely to be available in many communities. This type of resource would facilitate for the classroom group their reaching out for further information to support their inquiries.

To implement an active learning approach, it is important for teachers to have the level of training and flexibility to deviate from traditional approaches. This would include inservice training and supportive follow-up as well as various innovative programs such as university courses on-site at the school. It means that administrations have to be flexible enough to allow teachers to experiment in their classrooms, and that teacher evaluations might look at the level of student engagement rather than at classroom management or student outcomes.

Specifically, an idea that has worked well in some schools is the creation of a parent room. The room may have a coffee pot, books and texts from all the grades, maybe even a washing machine. Here parents can drop by and interact with other parents in a non-threatening environment. Another idea that has been successful in some schools is having family gatherings rather than parent meetings. The parents may meet and set an agenda for the family gathering. These environments and activities foster networking, sharing, and learning. One member cautioned about emphasizing parent involvement, that parents do care and are involved, but that not all are involved at the same level or in the same ways due to work or other commitments and interests, and should not be made to feel guilty.

Focus group participants emphasized the importance of school and home/community relationships in terms of supporting active learning, the need for creating a sense of community. They suggested that the school, both principal and teachers, reach out to parents and community members. They should establish a good rapport, draw on community knowledge and resources, and when it is appropriate the school may provide various kinds of help to the community. They may open the school premises for community use (meetings, sports, and other events). They may work with parents and help them help their children.

One participant described the example of a teacher who, with district support, developed an after-school class for parents to learn about what their children were doing in school. He used the social studies text that he was using with the children, and it helped the parents both learn English and also to become engaged in the kinds of experiences their children were having. In effect, this teacher helped the students and parents value and connect their personal knowledge with what he represented as a teacher in the school. At the same time the parents gained an understanding of school expectations and implicit rules. Another focus group member noted that his findings supported this example. Rather than a social studies text, the medium that was engaging for his parent group was the computer lab, but his results were similar. Another member pointed out the importance of standing outside of our own ideologies and reflecting back on them, and of seriously allowing the home and community to question the assumptions of the school rather than the school imposing its perspective on the community.

Another aspect of community support discussed was the work of Luis Moll (1990) on incorporating community "funds of knowledge". Not only does he get teachers to work with students to build this knowledge, but he gets teachers to begin working with other teachers to discuss the implications of what they have learned for new instructional work with their students. The teachers no longer work alone, but by working in a team, and by learning about the resources and characteristics of their students' communities, they build an entire network of school, student, home, and community that results in effective, engaged student learning.

13. What steps are needed to build a school environment/school community that is supportive of active learning? For LEP students?

In addressing this question, one focus group member described the steps needed to build a school community at a model elementary school he was familiar with. When the new principal first arrived, the community was destroying the school. There were gangs, "winos," and dope dealers. There were needles on the playground each morning, and the yard was trashed with all kinds of paraphernalia. The school building itself was locked up tight, implying that it was a foreign place at night and that it was a place only for day use.

In response, the new principal gave teachers a day off every couple of months to go out into the community to talk to parents. He himself went to every single parent in the community, talked to them, and then contacted the parents of the gang members who were destroying the school. He installed big stadium lights in the school yard and removed the gates. He opened the school to the community, saying it was their school. He made them realize they were destroying the school that was part of their community, destroying their tax dollars. The community took control. Now the school is always clean, it is open, and people play basketball there at night. The auditorium is left open and can be used for various community meetings and other kinds of gatherings. The people in the community have a real sense of ownership, and take pride in the school.

Two other focus group participants had similar accounts. They pointed out that the critical aspect of developing this relationship was the principal who knew the community, knew the parents and who they respected. He was a highly visible figure, a person who earned respect from the community.

With respect to LEP students, one member suggested caution. In the successful cases described, the school population had a majority of LEP students. However, in a school where LEP students are a clear minority, much of what happens to empower the parents may serve to disempower the language minority parents because they become overwhelmed by the system. Another participant pointed out that the reverse could also happen, that with a small proportion of language minority students in a community, they could become special and be brought into the community.

15. How should the resources of LEP students' home and community background be incorporated into the school setting?

Several focus group participants pointed out that their experience with parents showed that the main thing that parents would like from the school is information on how they can help their children. Because of the language barrier, many parents feel they are not able to help their children with schoolwork. When a good relationship has been established between school and home, workshops (in an active learning format) could be offered to teach the parents how to practice skills and activities that the child is doing in school. This would bring the parents into the school and give them a better understanding of what active learning is.

Other suggestions already discussed in previous sessions were mentioned once more: the idea of a parent room, home visits, asking students to interview members of their communities, etc. In general, the participants stated that the most important step is for teachers to be sensitive to the differences among students and among cultures. An attitude of respectful listening to students and reflecting on student behaviors may raise questions and bring solutions on cultural issues. When there is conflict between the home culture and the school culture, the teacher should recognize the legitimacy of both.

D. DISCUSSION TOPIC 4: TEACHER PREPARATION

In the fourth session, focus group participants discussed the implications of active learning strategies for teacher preparation and training. The goal of the session was to identify the most effective ways of preparing and training teachers to implement an active learning approach with their limited English proficient students. Five questions were addressed in the discussion and written recommendations.

1. **What are the most effective ways of training teachers in active learning? What guidelines and models already exist, and how should they be improved? Specifically, what strategies are important for university teacher-training programs, district inservice programs, and support of ongoing active instruction practices?**

With respect to **university teacher-training programs**, focus group participants suggested that programs select and monitor student placement, providing ample and multiple experiences for preservice teachers to work in multi-cultural schools with active learning that serve language minority students. This should be site-based experience, starting with involvement such as observation, tutoring, and parent education. One member suggested that preservice teachers should practice active learning in content areas by means of many small internships.

Such site-based experience with active learning implies that preservice teachers have been exposed to active learning teaching strategies prior to placement. The focus group participants suggested that university faculty should themselves model active learning teaching strategies by using active learning in their teacher training. Thus, preservice teachers would experience what it means to learn in a different way from the way they were taught. If they are to mediate the learning of their students using alternative forms of teaching, they must experience these approaches directly for themselves. For example, if a course is emphasizing assessment, the preservice teacher would experience what it is like to be assessed through a portfolio approach. Such involvement of preservice teachers in active learning in their own training implies a retraining and re-experiencing of the university faculty in diverse schools and communities as well as in active learning strategies.

Site-based work is an important way of promoting cultural and linguistic awareness in preservice teachers as they interact with and learn from language minority students. Other ways of fostering cultural and linguistic awareness include engaging them in learning in a language not their own and/or requiring language and culture coursework such as sociocultural foundations of teaching and learning. Preservice teachers could become involved in a child's geographic and cultural community by doing an ethnographic case study, interviewing parents, carrying out community-based projects or volunteer work for which they could get university credit. Focus group participants emphasized the importance of community involvement.

Preservice teachers' site-based experience should be followed up in a variety of ways. Their work in schools should be discussed with respect to implementation and application of theory and its connection to the literature. There should be time for both individual and collective reflection. Reflection may include the use of journals and videotaping for sharing and discussion.

These suggestions should be linked with coursework requirements. Some participants suggested formalizing school-university linkages. For example, in a Texas university that has joined forces with school districts, faculty and teachers work together to examine what happens in classrooms. The collaboration is used for both inservice and preservice training, and preservice students on the university campus have access to the school classrooms via video.

Another link between schools and universities is holding courses at school sites. One focus group participant described a California university that holds classes at school sites, and university faculty spend three to five days a week observing in classrooms and being available to help when needed. In this project, teachers were asked to do peer observations and to talk with each other about their science lessons or students' language development. Some teachers who have gone through the first part of the project now help university faculty teach a methods course for preservice teachers.

With respect to **inservice programs**, focus group participants agreed that teachers need ownership of these activities. Providers of inservice programs should consult teachers about their needs and concerns, and develop programs that respond to them. They should build rapport and have good relationships with teachers so there is a real partnership and collaboration. One member noted, however, that collaborative activities should first focus on student learning rather than on behaviors of teachers and that collaborative-based teamwork is long-term in nature. It should be sustained and implemented over time. Training takes a long time and should not be seen as a quick fix. Inservice programs should be initiated and supported by a multi-year district plan that addresses the "felt needs" of teachers.

Focus group participants pointed out that inservice programs imply change which may be threatening in some ways, but that teachers involved in collaborative work need to be given the freedom to experiment with active learning in content areas, to learn what works and what does not, and to practice active learning strategies. And they need access to materials.

As with preservice training, inservice training requires follow up. There should be time provided for discussion and reflection. This should be a time for sharing, reflection, and critiquing, not a time for providing all the answers. As with preservice training, video is an important tool, e.g., a teacher may choose a segment of a video of his/her class to be discussed in a seminar. The importance of incorporating and understanding the community should also be stressed, and a teacher may do an ethnography or a case study with a LEP student.

In inservice training, since teaching is already happening, focus group participants stated that it is important to identify and "celebrate" the quality teaching that is already occurring, and share it with others. It is also important to develop a reward system for desirable outcomes and participation in the inservice program.

Support of ongoing active instruction practices is important. Focus group participants suggested building into any training specific follow-up activities such as coaching or mentoring. They stressed relating to teachers in a respectful way so that teachers know they are listened to and an opportunity can be created to discover and explore together issues that surface. Research findings such as evidence of improved achievement outcomes and affective responses or lowered dropout rate should be made available to teachers so they know of the success of active learning. Other suggestions for support were similar to those for follow-up activities for preservice and inservice training and included recognition of success, encouragement of case studies (perhaps using video or other visual means to illustrate them), and provision of opportunities for sharing, reflection, and critical thinking. In addition, participants suggested that teachers be encouraged to attend conferences and present their work.

2. **What are teacher training guidelines (or models) regarding the types of verbal strategies that teachers need to use in order to promote an active learning environment?**

Focus group participants did not respond specifically to this question in their discussion or recommendations regarding training per se. However, in their discussion of active learning environments, they stressed the importance of setting up a range of task groupings in order to provide students with a variety of communication situations. In teacher training, emphasis on these types of components of active learning would be important. In particular, discussion of ways in which to make language more comprehensible to students and ensuring that all teachers are familiar with theories and processes related to second language acquisition would be very important (as discussed in earlier sections). Further research and delineation of principles or guidelines for discourse with students would be needed in order to more fully define training models related to verbal strategies.

3. Who should receive training in active learning approaches for limited English proficient students?

Several focus group participants explicitly made the point that all teachers should receive training in active learning approaches of LEP students, i.e., not only those teachers who intend to specifically work with LEP students. Participants also suggested that such training should be a part of regular certification programs. In addition, given the importance of the principal and other administrators, it would seem important for them as well. In various sessions, the focus group participants spoke of the need to inform parents about the school and about active learning models in particular. Thus, based on these comments, parents also should receive training, and this should be provided through a variety of formats that will address effectively the parents' needs. Of interest in this regard, is the example mentioned earlier of a teacher who taught parents using the same model and materials as he used with his students, as one way of informing them.

4. What resources would be needed to implement an effective training program? Are those resources already available? What are the costs? What time frames are required?

Many of the recommendations made by the focus group participants referred to long-term and intensive efforts. For example, home visits by school personnel are costly in terms of time. Ongoing support for teachers in implementing an active instructional approach, and planning and discussion time for teachers all involve ultimately considerable costs. If an active learning instructional model is to be employed, ways need to be found to provide for these types of resources.

As the group participants emphasized, the time frame for implementation is ongoing. Ultimately the new processes should become the standard for operating in the school, and ways found to restructure costs to accommodate this shift. Because of budget constraints, administrators may have to balance carrying out staff development with other aspects of staffing such as number of teachers hired and size of classes. Costs were not discussed in depth, however, and this is an area that requires further examination.

5. What training should be provided on an ongoing basis to support teachers in their implementation of active instruction practices?

Four focus group participants explicitly stated that there should be an opportunity provided for teachers to raise concerns, plan, dialogue, dream, reflect, and think critically about their experiences in active instruction. In addition, university preparation programs should value, document, and support teacher efforts. School administrations should support an environment where teachers feel free to experiment and learn from their mistakes. Other support for teachers was covered in the question about support of ongoing active instruction practices.

6. **What guidelines can be given to persons who are interested in instituting change toward an active learning instructional model for their school?**

The implications of the focus group discussions clearly pointed toward change, change in attitudes of teachers, students, school administrators, families, and communities. In the final session of the focus group meeting, participants were asked to discuss change and to recommend the most effective ways to promote change from current practice toward an active learning instructional model. They discussed what change would mean and how to implement it from the perspective of a project director working with regular classroom teachers, teachers of LEP students, schools, districts, and parents.

Overall, the focus group participants had many very clear ideas of how to respond to the challenge of developing commitment and support for an active learning environment. They outlined steps toward implementing change in terms of a school year, beginning with preparatory steps in the summer, and continuing into the school year. These are outlined below. In all of the steps outlined, the participants recommended developing ways to include parents wherever possible.

First Summer of Project

- The project director should get to know the teachers and what they are doing, thinking, and believing, and why. He/she should help them to sort out and make explicit which strategies are working and which are not, what they know and what they do not know, what their needs are.

- The project director should provide a vision or image of the goal, and indicate the direction of change. Images of possibilities might be presented by videotape, case studies, or visits to model projects.

- After providing an image, the project director should be sure resources such as materials and readings are available.

- Plan an activity for a direct learning experience so the teacher actually experiences learning through an active learning approach.

- The project director should hold a community meeting, including parents, teachers, the principal, and project director, to discuss and critique the ideas generated in earlier steps, and make suggestions. The discussion should focus on observations related to language, culture, content, or interrelationships in the process of change. Discussion should also connect and compare experiences and ideas to what is going on in other settings.

- Support for teachers who risk change should be built in to the project model. Collaboration, sharing, and time for reflection and discussion need to extend throughout the school. Participants suggested teachers keep a journal of the process.

During the School Year

- Each teacher could identify and monitor a particular student to see the impact of the change.
- Partnerships could be developed between regular classroom teachers and bilingual teachers and classrooms.
- Follow-up should include mentoring or coaching, provision of time for discussion and reflection about implementation.

Focus group participants pointed out that the key to change in the school is involvement and commitment of the **principal**. The project director must learn the principal's beliefs and assumptions about learning and instruction. Rewards that would be meaningful to principals might include praise or mention of the school in the newspaper.

To get people involved in change at the district level, focus group participants suggested the following steps:

- Send a few teachers to visit a model project. Make it a special event, and have a debriefing session to discuss and reflect on their observations.
- Build a case for the fact that the model is successful, that is, have a good evaluation design and show the effectiveness and success of the model with achievement scores, portfolio assessments, videotapes, etc.
- Have a series of public relations strategies to generate excitement in the community. For example, invite the superintendent of the school board to a meeting, have a newsletter to build a case, use local media and professional meetings, have recognition awards, etc.
- Encourage principals to commit to participation in the project by offering budget enhancements for that school or some rewards meaningful to teachers such as extra funding for classroom materials or inservice days off.

Include **parents** in all the steps described. The school should reach out to parents, both in terms of sharing information that affects their children and as resources and part of a broad network. The principal should contact homes, learn the conditions such as the size of the family, the socioeconomic conditions, the kinds of jobs family members have. The principal should view the family as a resource, listen to their concerns, and develop a two-way school and community interaction. A two-way model is more than giving information to the parents, and can be established as parents feel increasingly comfortable with school-community interaction. It includes helping parents to help their children.

IV. RECOMMENDATIONS

In this section recommendations for promoting active learning instructional environments for LEP students are presented for the classroom, school, and home and community. Recommendations for teacher preparation and for dissemination of the active learning findings are also presented.

A. RECOMMENDATIONS FOR ACTIVE LEARNING

Recommendations for the implementation of active learning models in the **classroom** include:

- Use flexible room arrangements to encourage interaction and sharing of ideas and tasks.
- Specifically explain rules and procedures to students.
- Create predictability in classroom routines.
- Provide for small class sizes where possible.
- Make the teacher a guide and facilitator, rather than a disseminator of information.
- Encourage students to tap into each other's knowledge and experience and build networks for accomplishing goals.
- Integrate language, culture and community resources into instructional activities.
- Use interdisciplinary approaches.
- Incorporate out-of-school experiences into classroom practice.
- Be flexible and creative in the use of resources, curricula, and teaching strategies.
- Use of a variety of grouping strategies: small groups, pairs, individual.
- Vary the composition of the groups in terms of the mix of LEP and non-LEP students, depending on the goals of the activity and the skill levels of the students.
- Focus on activities that promote production of language.
- Assess for content achievement and progress using a variety of assessment measures, including performance and portfolio assessment, that are appropriate and consistent with instruction.
- Monitor continuously to ensure student engagement.

In using an active learning approach, the whole school must be involved and the home and community must be incorporated so that a sense of school community, or school family, develops. Recommendations for the **school** are:

- Involve the principal to get his or her full support.
- Involve all teachers, not only those whose instruction is focused on LEP students.
- Empower the teachers to make decisions and take a leadership role.
- Build teamwork within the school community by developing mechanisms for collaboration among staff.
- Develop a multi-year staff development plan.
- Incorporate the home and community in planning and carrying out activities.
- Develop multi-cultural awareness throughout the school, in which non-English home languages and cultures are integrated in all curricula and activities.
- Represent non-English language group in faculty and support staff positions.
- Build teamwork within the school community by developing mechanisms for collaboration

In implementing an active learning approach, it is important for **parents and community members** become part of the process. Recommendations are:

- Involve parents in the school at many levels.
- Explain the goals of active learning with parents. Help them understand the rationale behind what their children do in school in an active way.
- Inform parents explicitly about ways in which they can help their children learn and/or assist the school.
- Open up the school to the community.
- Develop mechanisms for drawing on community knowledge and resources.
- Develop support for teachers and the principal to carry out home visits or other means of learning about the homes/communities of the students.

B. RECOMMENDATIONS FOR TEACHER PREPARATION

The implications of active learning for teacher preparation are the following:

- Give pre-service teachers a variety of school-based experiences that involve learning about students and their communities.
- Use active learning approaches to train teachers.
- Give teachers experiences in a language and culture different from their own.
- Encourage reflective practice.
- Develop multi-year plans for inservice training.
- Base in-service training on the needs identified by teachers.
- Provide in-service training on an on-going basis, including classroom based support for teachers involved in implementing active learning.
- Take advantage of highly skilled teachers by encouraging them to act as coaches or mentors for their peers.
- Encourage teachers to attend professional conferences both as learners and presenters.
- Provide training in active learning approaches to all teachers, not just ESL/ bilingual education specialists.

C. RECOMMENDATIONS FOR DISSEMINATION

Focus group participants suggested several target audiences for dissemination of findings from their discussion, including teachers and teacher trainers through Multi-functional Resource Centers, Title VII project directors, and policy makers. Media for dissemination to these audiences included verbal and written materials as well as videotapes, and teacher training sessions. Contacts with professional organizations such as the American Association of Colleges for Teacher Education (AACTE) or the Council of Chief State School Officers (CCSSO), and local and regional newspapers were also suggested.

To support the implementation of active learning instructional approaches within schools, dissemination efforts must be directed not only to teachers of LEP students but to all teachers in a school. Dissemination must also include the principal and, where possible, other administrators who play a role in decision-making. Finally, it is critical to direct dissemination to parents and community members.

In order for dissemination of the findings on active learning to be of use, the focus group emphasized that it will not be sufficient to send out reports or distribute pamphlets. It is important to develop innovative means of dissemination that will demonstrate in very real terms different components of active learning, e.g., how active learning looks in the classroom, how parent/community activities can be structured, ways in which teachers can work together, how different student groupings can be effective. The form of the dissemination should allow for interactive use of the dissemination materials. In particular, it was noted that this should also be true for dissemination to parents and community members; they should be resources as well as recipients of information.

Focus group participants pointed out that the materials disseminated should not reduce the complexity of the issues surrounding the use of active learning approaches. Perhaps the materials could include excerpts from real conversations and discussions about active learning, defining and understanding it. The materials could be in the form of workshop sessions based on videos of actual active learning schools or student groups or community members. Another approach would be to present different individuals who have been involved in change to an active learning model, describing the history of the change, their concerns, the steps they took, problems and successes. Particularly for teachers, dissemination should include guidelines on materials and resources and their use within an active learning instructional model.

The form of dissemination should vary with the audience. For example, for teachers, dissemination might take the form of videos of case studies showing active learning in the context of classrooms and schools. With respect to written formats, the focus group participants recommended a brief volume or series of volumes that were to the point and that included the "voices" of students and teachers. They also suggested that for parents the volume could be written on the educator's perspective of active learning, translated into appropriate languages, and be distributed through the school. Also for parents, a series of workshops that involve them in learning activities similar to those their children are experiencing in the classroom would be effective. In addition, the workshops could provide parents with the explicit answers to their questions of how they can join in the effort, both at home and, when possible, at the school.

In summary, the dissemination effort needs to be given very careful consideration, with the content and format determined after a clear examination of each audience and its needs. In addition, there must be an emphasis on development of materials that ensure the active involvement of the audience in its contact with the information; that is, providing through the dissemination itself an example of an active learning instructional model. If the dissemination does not take this type of approach, then the promotion of active instruction for LEP students within their schools and communities will be much harder to achieve.

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APPENDICES

Appendix A: **List of Focus Group Participants**
Appendix B: **Focus Group Meeting Agenda**
Appendix C: **Individual Recommendations**

APPENDIX A:

LIST OF FOCUS GROUP PARTICIPANTS

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

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APPENDIX B:

FOCUS GROUP MEETING AGENDA

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models
For Limited English Proficient Students

Agenda

June 15-16, 1993

Tuesday, June 15

AM:	
8:00-8:30	Coffee
8:30-9:00	Welcoming Remarks Rene Gonzalez, Acting Director, OBEMLA Gilbert Garcia, Acting Deputy Director, OBEMLA
9:00-9:30	Overview of Meeting Activities and Introductions Annette Zehler, Director, SIAC, Development Associates Laura Lathrop, Focus Group Coordinator, Development Associates
9:30-10:30	Topic 1: **Defining Active Learning**
10:30-10:45	Break
10:45-12:15	Topic 2: **Active Learning in the Instruction of Limited English Proficient Students**
PM:	
12:15-1:15	Lunch (9th Floor Conference Room)
1:15-2:45	Topic 3: **The Implications of Active Learning Strategies for the Teaching Context**
2:45-3:00	Break
3:00-4:00	Topic 3 (continued)
4:00-5:00	Summary of recommendations from Day 1
5:00	Adjournment

Wednesday, June 16

AM:	
8:00-8:30	Coffee
8:30-10:00	Topic 4: **The Implications of Active Learning Strategies For Teacher Preparation and Training**
10:00-10:15	Break
10:15-12:00	Topic 4 (Continued)
PM:	
12:00-1:30	Lunch (Reservations at Local Restaurant)
1:30-3:00	Final Conclusions and Recommendations
3:00-3:15	Break
3:15-4:30	Final Conclusions and Recommendations, continued
4:30	Adjournment

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models For Limited English Proficient Students

Discussion Topic 1:
Defining Active Learning

Goal: The goal of this session is to define active learning in general, and to discuss how it is distinguished from passive learning.

Process: The following first set of questions will be discussed by the whole group:

- What is passive learning?
- What is active learning? What are the goals of active learning?
- What are the main ways in which active learning and passive learning are distinguished?
- What is the theoretical foundation for active learning?

The second set of questions will be discussed in pairs followed by whole group discussion:

- In an active learning environment, what does active learning imply for the teachers and students in the classroom?
- What does active learning imply for--or require of--the school as a whole, e.g., school management and instruction design?
- What is the role of the students' home and community, e.g. parent-school relationships?

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SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models
For Limited English Proficient Students

Discussion Topic 2:

Goal: **Active learning in the instruction of limited English proficient students.** This session focuses on how the definition of active learning created in Session 1 should be modified or expanded for use with limited English proficient students.

Process: The following questions will be addressed by the whole group:

- What components of the definition of active learning are particularly important for the instruction of limited English proficient students?
- How does the definition need to be modified or expanded to meet the special needs of limited English proficient students?
- What are the goals of active learning for limited English proficient students?
- What are the advantages of an active learning approach with limited English proficient students vs. a passive learning approach?
- What does active learning contribute to/require of the school environment and community within the school?
- What special considerations need to be taken into account in defining the role of the limited English proficient student's home and community background in an active learning approach?

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SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models
For Limited English Proficient Students

Discussion Topic 3, Part A:

Goal: **The implications of active learning strategies for the teaching context.** This session will elicit instructional strategies that are appropriate for implementing an active learning design for limited English proficient students. Groups will discuss the areas of literacy, mathematics, and science, including consideration of differences for different program and classroom contexts, and for elementary vs. secondary grade levels.

Process: The following questions will be addressed in two separate groups:

Group 1 (General questions)

Location: 9th floor conference room

- What general instructional strategies or approaches would be most effective in working with limited English proficient students?
- How would active learning be implemented in a classroom of all or predominantly limited English proficient students versus a classroom with primarily mainstream, non-LEP students?
- How are individual needs of limited English proficient students met under an active learning approach?
- How does active learning apply to students in elementary and secondary schools?
- What are the expectations for student outcomes when using the active learning approach?
- How should student outcomes be measured?

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Group 2 (Content questions)

Location: 8th floor conference room

- What strategies or techniques could be used to teach specific content areas (math, science and literacy) in an active learning classroom?
- What active language behaviors are associated with different subject matters?
- How would active learning in the content area be implemented in the various types of programs in which limited English proficient students are instructed (e.g., programs using the students' native language versus those not using the native language)?
- What are the greatest benefits and challenges of using active learning in the content area?
- What is the role of cross-disciplinary instructional approaches in active learning?

Each group should have a recorder and a reporter. The recorder will provide notes of the discussion to the facilitators. The reporter will present the group's ideas to the whole group.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models For Limited English Proficient Students

Discussion Topic 3, Part B:
School and Community Support Systems

Goal: The goal of this discussion is to identify other school and community support systems required to support an active learning approach.

Process: These questions will be discussed by the whole group:

- What additional support is needed from the school in order to implement this approach? (e.g., tutoring programs, computer assisted instruction, special equipment, school counseling, out-of-school language and subject classes, parent education programs, home visits, etc.)
- What steps are needed to build a school environment/school community that is supportive of active learning in general? For LEP students?
- How should the resources of limited English proficient students' home and community background be incorporated into the school setting?

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models For Limited English Proficient Students

Discussion Topic 4

Goal: The implications of active learning strategies for teacher preparation and training. The goal of this session is to identify the most effective ways of preparing and training teachers to implement an active learning approach with their limited English proficient students.

Process: The following questions will be addressed by the whole group:

- What are the most effective ways of training teachers in active learning? What guidelines and models already exist, and how should they be improved? Specifically, what strategies are important for the following:

    - university teacher-training programs
    - district in-service programs
    - support of ongoing active instruction practices

- What are teacher training guidelines (or models) regarding the types of verbal strategies that teachers need to use in order to promote an active learning environment?

- Who should receive training in active learning approaches for limited English proficient students?
- What resources would be needed to implement an effective training program? Are those resources already available? What are the costs? What time frames are required?
- What training should be provided on an ongoing basis to support teachers in their implementation of active instruction practices?

APPENDIX C:

INDIVIDUAL RECOMMENDATIONS

C1: Definition of Active Learning
C2: Instructional Strategies to Support Active Learning
C3: Implications of Active Learning Strategies for Teacher Preparation and Training
C4: Summary of Implications of Active Learning for the Classroom, School and Home/Community

APPENDIX C1:

Definition of Active Learning

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Topics 1 and 2

Name: Elizabeth Bernhardt

What is your definition of active learning? What does it look like when it is occurring? How is it different from passive learning? What, if anything, is different in active learning for limited English proficient students versus mainstream students?

Response: Active learning involves the discovery of content. This discovery process can take place overtly (through ritualized classroom procedures such as "hands-on") and covertly (by data collection, library work, etc.). Another perspective on active learning (vs. "passive") is that it is linked to the quality of learning. Active learning (based in psychological theories such as depth of processing or situated cognition) assumes a processing and recycling, re-processing of information that enhances cognitive structures. Passive learning assumes an "information dump" or rather superficial understanding or processing of information. Active learning for LEP students needs to be more overtly structured, predictable, and repetitive of particular language structures and vocabulary. At the activity or procedural level, there is probably little if any difference between LEP students vs. non-LEP students; i.e., in some fundamental sense, there can't be much of a difference - one has to do chemistry in chemistry class.

The group seemed to focus specifically on sociocultural/affective factors and seemed to maintain that an active approach is more culturally compatible.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Topics 1 and 2

Name: Roberto Luis Carrasco

What is your definition of active learning? What does it look like when it is occurring? How is it different from passive learning? What, if anything, is different in active learning for limited English proficient students versus mainstream students?

Response: Creating effective and appropriate learning environments (physical & social) is important if active learning in the classroom is to take place. A "safe" environment -- a language rich environment. An active learning situation may be one where a student feels comfortable to participate, where his/her knowledge is demonstrated and where knowledge is exchanged. That is, a comfortable environment -- where one knows the rules -- how to behave, how and when to get the floor, when not to speak, postural configurations, etc. "Knowing what is expected" by the school and teacher is what makes students comfortable. Learning is also a responsibility and the very task of going to school means that one is there for that purpose -- to learn. Learning is supported by present teachers and previous teachers who follow-up on their former students. Learning includes support from the community -- parents, the environment, peers, siblings, and adult others -- inside and outside the classroom. Mediating home-school linkages.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Topics 1 and 2

Name: Stephanie Dalton

What is your definition of active learning? What does it look like when it is occurring? How is it different from passive learning? What, if anything, is different in active learning for limited English proficient students versus mainstream students?

Response: Active learning, for me, is likely to be occurring in settings where students are involved in language or activity based events. As an active process, it is stimulated or facilitated through activity and as a goal-directed process, it is achieved through assistance. I agree with the discussion today that intention is important in active learning and intention has to be present at least for the teacher or assistor. The teacher assists students to greater understanding of concepts through language development and related activities. Such assistance at the process level is generic for language minorities and mainstream students and is characterized by meaningfulness and contextualization. Students' understandings are assisted from what they know to new material through scaffolding supports such as language, experience, and activity.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Topics 1 and 2

Name: Esteban Diaz

What is your definition of active learning? What does it look like when it is occurring? How is it different from passive learning? What, if anything, is different in active learning for limited English proficient students versus mainstream students?

Response:

Recommendation for Topics 1 and 2

1. Active learning takes place when people engage in a goal-directed activity. This can take place in many ways, but my definition applies primarily to classrooms. This means that active learning requires the personal engagement of the student with the goal of the activity. Given that it is taking place in the classroom, active learning is also a very social process. In fact, social interaction among teachers and students is another key element of active learning. This is a very constrained definition, but one that can be best defined by discussing what it looks like when it is going on.

2. Here is what active learning looks like as a teacher and student work on interactive dialogue journals. The purpose or goal of the activity from the teacher point of view is to provide the student with an opportunity to develop reading and writing. The student usually does not have this goal explicitly but is simply trying to accommodate the teacher and possibly communicate with him or her via the journal and do his or her job as a student. In this active learning situation, each has a goal, but in the classroom the teacher is taking the lead in establishing it and guiding it to some degree. The student is free to select topics and determine what to write about. The journal serves as a mediating device that permits teaching-learning to take place. It begins to bring together the two versions of the goal that each participant holds separately. Both participants are personally engaged and both share the same goals (the teacher more explicitly). Both are contributing to the process and working to accomplish the goal, each according to his or her "ability". That is, the teacher, as a professional with certain goals and responsibilities, and the students with their own version of the goal.

3. I don't know what passive learning is.

4. For active learning to be different for LEP students, it requires teachers and

students to have a process that lets them accomplish the goal in a genuine manner. By this, I mean that the goal must be optimally beneficial for the student. Thus, the engagement between student and teacher should be such that teacher expectations do not set up a "low order" goal for the student because of his or her linguistic or cultural "deficiencies". Active learning places the onus of goal setting responsibility on the knowledgeable professional.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group: Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Topics 1 and 2

Name: Chris Faltis

What is your definition of active learning? What does it look like when it is occurring? How is it different from passive learning? What, if anything, is different in active learning for limited English proficient students versus mainstream students?

Response: Active learning is the result of practicing and using ideas and concepts that are meaningful. Active learning occurs within a social context and involves some sort of interaction or dialogue which is then accompanied by some sort of activity in which the ideas, behaviors, or concepts are practiced. Active learning in a social context looks like two or more individuals who are personally engaged in a discussion of some sort -- usually one that is appropriate to the age, language ability, and task at hand.

Active learning is different from passive learning in that active learning is socially and interactively driven, while passive learning is individual or other driven in a one-way fashion.

The major difference is that in order to engage LEP students in active learning, more capable peers/teachers need to understand and use second language acquisition principles to ensure that LEP students understand and participate fully.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Topics 1 and 2

Name: Betty Matluck

What is your definition of active learning? What does it look like when it is occurring? How is it different from passive learning? What, if anything, is different in active learning for limited English proficient students versus mainstream students?

Response: I question the term "active learning." I believe based on all the literature that I know about on the topic of "learning," that for "learning" to occur the learner must attend to at some level the information experience and act on it in some manner in order to integrate it into his/her knowledge system. Therefore, all learning must involve some kind of activity (mental or otherwise) on the part of the learner -- Thus, the term "passive learning" seems to be a contradiction. I believe the distinction Ramirez, et al. referred to was really the level of engagement or roles of students in the instructional process that they observed -- not really two kinds of "learning".

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Topics 1 and 2

Name: **Lois Meyer**

What is your definition of active learning? What does it look like when it is occurring? How is it different from passive learning? What, if anything, is different in active learning for limited English proficient students versus mainstream students?

Response: Active learning is learning which personally engages the students. It is learning which can be seen by the student to be important in and to his/her life. I believe there are several important components to creating this engagement or importance by the student: 1) the content of the learning (the concepts which are being experienced, communicated, constructed) are relevant to the student's life experiences, personal reality, hopes or interests; AND/OR 2) the content is made to become important and engaging to the student through the experience and context of the learning (i.e., the teacher is a stimulating and compelling role model; the purposes of the learning are explained or described to the student in such a way that the student develops the desire to want to learn and therefore becomes engaged; the learning experience itself becomes enjoyable and fulfilling and therefore "entices" the student into valuing and engaging the learning.) To me, these are two significantly different aspects of active or engaged learning. In the first, the student already defines the learning as engaging and valuable, so almost any strategy for teaching will "work" because the student is likely to persist in making it work for him/her. In the second, the importance/engagement of the student in learning must be solicited or enticed. Here is where ties to the student's home life and reality, cultural processes, hopes and dreams must be made, created, clearly explicated by the teacher/facilitator. Here is where Latino students can and must be invited and enticed into participation in historical learnings and creative expression by studying, for example, Diego Rivera's murals and local community murals and painting and writing about one of their own. Here is where Chinese students might find it particularly engaging to learn about physical science concepts by beginning with a recreation of early Chinese directional compasses or studying intricate ancient instruments for predicting earthquakes. Community stories can become the basis of literacy learning, etc. Again, the student is enticed to learn and care about the learning because he/she is helped to see/feel/experience that the learning has meaning within his/her life and future and history.

If the above is happening, then I feel active learning will be seeable in students' willingness, enthusiasm and persistence at learning. Students will want to be engaged. They will want to participate. This assumes that part of what it means to entice students to be engaged is that the experience is not only relevant to their lives but also accessible to them cognitively and linguistically. This means that the experience is important to the student, within his/her reach conceptually, and comprehensible to him/her linguistically. When these three aspects of an experience are present, my experience is that teachers can see it and know it in the attention and eagerness of students. Their verbal participation may be constrained by their stage of language proficiency in the language of instruction, but their participation and engagement can be seen in body language and sustained attention.

The behaviors, especially linguistic behaviors, may be very different when engagement is displayed by a LEP vs a mainstream student. An English proficient child may display engagement through active questioning, chatter, storytelling, peer talk, writing, etc., while a LEP child may not do so. Still, a sensitive teacher can observe engagement if diverse ways are made available, especially non-linguistic ways, for the child to display enthusiasm and learning.

It is also very possible that the content of what is felt to be important by mainstream students and individual LEP students will be very different. As a curriculum person, I believe a major challenge facing educators is to find ways to entice LEP and mainstream students to care about and value and be engaged in each others histories, realities, hopes and interests.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Topics 1 and 2

Name: Robert Milk

What is your definition of active learning? What does it look like when it is occurring? How is it different from passive learning? What, if anything, is different in active learning for limited English proficient students versus mainstream students?

Response:

Active learning

- Learner is personally engaged in an activity which has meaning for that individual, which fulfills a purpose that s/he is interested in, and which involves constructing/building/creating something that is new in some way (i.e., you haven't done/produced precisely that before).
- Learning always involves "change" of some kind. It's a process out of which something is different at the end than from the beginning.
- "Active" always refers to cognitive activity; it often (not always) refers to social and physical activity.
- Interaction (reciprocal actions) is a necessary but not sufficient element.
- Outcome is not predictable (because learners put something of themselves into it, and construct/create differently based on what they bring to the task).

Active learning is not:

- isolated activity, decontextualized, void of meaning, for no apparent purpose;
- "time on task" or merely "on task behavior";
- merely receiving information without acting on it;
- memorizing and regurgitating verbatim (without rephrasing).

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Topics 1 and 2

Name: Ann Rosebery

What is your definition of active learning? What does it look like when it is occurring? How is it different from passive learning? What, if anything, is different in active learning for limited English proficient students versus mainstream students?

Response: I don't feel that I can define "active learning" in the abstract. Rather, I would offer an example: A class of 7th - 8th grade Haitian students has been studying a pond for 6 weeks. They have taken field trips, collected water samples and set up tanks in their classroom. Students have been observing and describing the life in their water samples. All students to varying degrees have had the opportunity to observe and study snails because all samples have them. During a discussion one day, one student, Scott, tells the others that he has had a sample at home for several weeks and it now contains 3 generations of snails. The other students are incredulous and begin to challenge Scott's claim. They question his data, his observations, his methods of study. They ask him to defend his claim mathematically (e.g., "How long does it take a baby snail to grow and reproduce?") I would claim that all students in this classroom are engaged in active learning -- each is using his or her own knowledge/experiences to formulate arguments, evaluate evidence, etc. The students are forced to make explicit what they know and don't know during this discussion. In the process, they outline, in effect, a course of study that follow-up investigations might take.

I hope this helps -- it is always easier for me to think in specifics when I think about teaching and learning. For me the details of learning/teaching are crucial. What is happening? How? If you want to see a videotape of the discussion I described above, I'd be glad to share a copy with you!

APPENDIX C2:

Instructional Strategies to Support Active Learning

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Discussion Topic 3, Part A
Recommendations Active Learning

Name: Elizabeth Bernhardt

If you were making recommendations to teachers on how to facilitate active learning in their classrooms, what recommendations would you make? To make your recommendations more specific, choose a grade level and a content area. Make recommendations regarding the following: (1) What teacher behaviors/classroom management techniques (e.g., language use, teacher-student interactions) would you recommend? (2) What curriculum/materials (e.g., instructional design, student evaluation systems, resources) would you recommend? Choose a grade level (elementary or secondary) and a specific content area (English/Language Arts, Math/Science, Social Studies). In making your recommendations, make distinctions between what you would recommend for a classroom with many LEP students and a classroom where there are few LEP students.

Response: Math/Science - middle school

1. Teacher behaviors

    a. Clear Structuring that is habitual and predictable (write sequence of activities, goals, assignments on the board; repeat the sequence orally; signal orally the change in activities and refer back to the original structuring on the board).

    b. Ensure continuity of language forms (teacher should learn to monitor her own language).

    c. Close monitoring of group work which includes interaction (perhaps special interaction) with the LEP students in the group.

    d. Encouraging a "buddy system" with more proficient or non-LEP peers (this is particularly helpful with few LEP students among non-LEP students).

    e. Use of ancillary materials written in the language of the LEP students (if available).

Discussion Topic 3, Part A
Recommendations for Active Learning

Grade Level: Secondary

Content Area: Math/Science

Classroom with Many LEP Students	Mainstream Classroom With Few LEP Students
1. Clear structuring.	1. Clear structuring (maybe a private lesson plan for the student so that she is explicitly aware of the sequence without having this publicly pointed out).
2. Continuity of language forms.	2. Again (perhaps a printout of the lesson plan, teacher's notes, etc.) would provide some private support.
3. Monitor group work intensively.	3. Teachers spend more time with groups containing LEP students in order to ensure repetition.
4. Matching more and less proficient students.	4. "Buddy" system - Teacher finds a child who is particularly skillful and sensitive in working with LEP peers.
5. Ancillary content materials in LEP student's native language.	5. Ancillary materials.
6. Be certain not to rely exclusively or oral responses or spoken language when making content assessments; try to employ non-spoken language such as writing or the accomplishment of task to decide whether learning has occurred.	6. Same.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Discussion Topic 3, Part A
Recommendations Active Learning

Name: Roberto Carrasco

If you were making recommendations to teachers on how to facilitate active learning in their classrooms, what recommendations would you make? To make your recommendations more specific, choose a grade level and a content area. Make recommendations regarding the following: (1) What teacher behaviors/classroom management techniques (e.g., language use, teacher-student interactions) would you recommend? (2) What curriculum/materials (e.g., instructional design, student evaluation systems, resources) would you recommend? Choose a grade level (elementary or secondary) and a specific content area (English/Language Arts, Math/Science, Social Studies). In making your recommendations, make distinctions between what you would recommend for a classroom with many LEP students and a classroom where there are few LEP students.

Response: In teaching LEP students, it is important that teachers experience "immersion" in a language and culture other than American English so that they may begin to understand what LEP students are experiencing (e.g., shock, frustration, limited in expressing higher order knowledge in English, etc.). The immersion experience provides affective knowledge to teachers; therefore, they are able to create from their experience the appropriate learning environment.

Heterogenous small groups (LEPs with non-LEPs) to avoid isolation and alienation of LEP students.

Cultural Considerations:

Cultural norms for communication are very important. The way we speak -- that is, the socio-cultural rules for interacting still hold even when students learn English. For example, native people (not all) tend to have more patience and larger pauses and different rules for turn-taking regardless if they are speaking Navajo or English.

Discussion Topic 3, Part A
Recommendations for Active Learning

Grade Level: Elementary

Content Area: English/Language Arts Math/Science Social Studies

Classroom with Many LEP Students	Mainstream Classroom With Few LEP Students
How about a classroom with many LEP students with different languages? With various levels of English proficiency? Teaching in this context may require the teacher to rely on negotiation of meaning strategies for whole group instruction -- more specific strategies for meaning in small groups. Teachers should attempt to gain socio-cultural knowledge of students' home life and to use this in creating the appropriate strategies and learning environments. The rules of the etiquette of schools/classrooms should be made explicit. At the early stage of second language acquisition, social and academic talk should avoid idiomatic expressions (unless explained). For example, "get the picture?" "Don't beat around the bush." "Hey, that's cool!" or other indirect management strategies such as "I like the way Mary is sitting."	Do not isolate/separate. Include LEPs in regular large and small group contexts. Mix LEPs with majority students. Provide projects that allow both mainstream and LEP students to use both languages toward a common goal.... when language does not limit the elaboration of a concept.

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SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Discussion Topic 3, Part A
Recommendations Active Learning

Name: Stephanie Dalton

If you were making recommendations to teachers on how to facilitate active learning in their classrooms, what recommendations would you make? To make your recommendations more specific, choose a grade level and a content area. Make recommendations regarding the following: (1) What teacher behaviors/classroom management techniques (e.g., language use, teacher-student interactions) would you recommend? (2) What curriculum/materials (e.g., instructional design, student evaluation systems, resources) would you recommend? Choose a grade level (elementary or secondary) and a specific content area (English/Language Arts, Math/Science, Social Studies). In making your recommendations, make distinctions between what you would recommend for a classroom with many LEP students and a classroom where there are few LEP students.

Response: For 7th grade language arts, I would recommend the following principles.

- Positive management to strengthen students' self esteem and love of learning.
- Literature-based curriculum and process approach to composition and interactive journal writing
- Portfolio assessments would be appropriate.

On the following page, I propose this set of principles for elementary and a secondary English class. These principles are general and presume thorough and thoughtful planning for all curriculum and the development of meaningful understanding.

Discussion Topic 3, Part A
Recommendations for Active Learning

Grade Level: Elementary, Secondary

Content Area: English/Language Arts

<table>
<tr><th>Classroom with Many LEP Students</th><th>Mainstream Classroom With Few LEP Students</th></tr>
<tr><td colspan="2">- Organize classroom with multiple activity settings: one area where the teacher can meet with a small group of students; several areas where students can meet in small groups; a library reading area; an area where a group could do a project that might be messy (e.g., art) or that would use materials needing a sink, outlets, etc; individual work areas for journal writing, research, listening, etc.
- Homeroom seats for each student.
- Introduce class gradually to each work area explaining and engaging students in how the area is to work and which behaviors are appropriate there. Plan how each area is to be used and what products are developed there.
- Begin to build community from first day by joining students in developing the system for using the classroom organization in context of theme.
- Provide a thematic context for the classroom system development, i.e., communities or community building, relationships, patterns, etc.
- Practice using the classroom areas, providing students with experiences working independently and productively without teacher supervision.
- Demonstrate group interaction and cooperative learning techniques.
- Begin meeting with small groups of students to talk about selected topics with sensitivity and an interest in learning from students about them.
- Develop theme and related activities, continuing to build community and engaging in responsive dialogue on a regular schedule with students.
- Basic principles of instruction to continue:
• Develop students' language through responsive dialogue and instructional conversations relevant to students' and content goals.
• Contextualize learning activities, linking them to students' experience and cultural background and thematic and content objectives.
• Provide joint productive activities for teacher and student, student-student, student-other (parents, elders, community resources) at the activity centers and in the teacher and student meeting center.</td></tr>
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SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Discussion Topic 3, Part A
Recommendations Active Learning

Name: Esteban Diaz

If you were making recommendations to teachers on how to facilitate active learning in their classrooms, what recommendations would you make? To make your recommendations more specific, choose a grade level and a content area. Make recommendations regarding the following: (1) What teacher behaviors/classroom management techniques (e.g., language use, teacher-student interactions) would you recommend? (2) What curriculum/materials (e.g., instructional design, student evaluation systems, resources) would you recommend? Choose a grade level (elementary or secondary) and a specific content area (English/Language Arts, Math/Science, Social Studies). In making your recommendations, make distinctions between what you would recommend for a classroom with many LEP students and a classroom where there are few LEP students.

Response:

Discussion Topic 3, Part A
Recommendations for Active Learning

Grade Level: Elementary

Content Area: Math/Science

Classroom with Many LEP Students	Mainstream Classroom With Few LEP Students
1. (a). If students all have the same primary language, teacher should use it to teach. (b). Teacher should use small groups. 2. In this area activities should be activity-based, small groups. My experience is with the Full Option Science System. The emphasis is on student activity and very little teacher talk.	1. (a). Language of instruction is English with lots of sheltered and ESL methods. The teachers have to be very diligent to ensure that comprehension is taking place on the part of the LEP students. (b). Same 2. Activity-based small groups. The curriculum should include materials (if possible) that are in the LEP students' primary language.

[I reserve the right to add more here.]

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SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Discussion Topic 3, Part A
Recommendations Active Learning

Name: Faltis

If you were making recommendations to teachers on how to facilitate active learning in their classrooms, what recommendations would you make? To make your recommendations more specific, choose a grade level and a content area. Make recommendations regarding the following: (1) What teacher behaviors/classroom management techniques (e.g., language use, teacher-student interactions) would you recommend? (2) What curriculum/materials (e.g., instructional design, student evaluation systems, resources) would you recommend? Choose a grade level (elementary or secondary) and a specific content area (English/Language Arts, Math/Science, Social Studies). In making your recommendations, make distinctions between what you would recommend for a classroom with many LEP students and a classroom where there are few LEP students.

Response: Secondary Social Studies

(1) Use lots of visual aids (e.g., visual/graphic organizers during whole group presentations).
(2) Organize talk to help students understand how the knowledge is structured.
(3) Introduce learning strategies.
(4) If teaching bilingually, learn how to use cue system for switching between one language and the other.
(5) Have students work in pairs on key points in the lesson to discuss critical ideas.
(6) Make the relevance of topic clear to students.
(7) Use lots of nonverbal and paraverbal support for LEP students.
(8) Have students write every day about topics relevant to the subject at hand; make writing real in the sense that someone is actually reading and responding to what students write.
(9) In social studies, tie in student experiences to topics by engaging them in long-term as well as short-term projects -- make these relevant.
(10) Talk a lot with students to learn about them and their interests and daily experiences.

Discussion Topic 3, Part A
Recommendations for Active Learning

Grade Level: Secondary

Content Area: English/Language Arts

Classroom with Many LEP Students	Mainstream Classroom With Few LEP Students
- Lots of writing and reading and talking about what is being read written about.	- Same.
- For grouping, place highs with lows to be extent possible.	- Be extra careful about organizing small groups, use group work sparingly, maybe do a lot of pair work.
- Use computers for writing.	
- Teach lots of learning strategies.	- Stress the importance of learning strategies.
- Slow down content teaching. Focus on helping students feel good about themselves and their understanding of English.	
- Have some error correction, but be careful about what is corrected and when.	
- Talk with students about language learning, what's natural about it.	
- Pose critical questions about equity, relevance, exploitation, sexism ad racism throughout the lesson.	- Same.

- Adhere to a balance of rights of participants, where there is a balance between selection of topic by teacher/students, how students participate in lessons, and who chooses who gets to talk during the lesson. Choose materials that are culturally diverse and also are representative of some of the classics.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Discussion Topic 3, Part A
Recommendations Active Learning

Name: Betty Matluck

If you were making recommendations to teachers on how to facilitate active learning in their classrooms, what recommendations would you make? To make your recommendations more specific, choose a grade level and a content area. Make recommendations regarding the following: (1) What teacher behaviors/classroom management techniques (e.g., language use, teacher-student interactions) would you recommend? (2) What curriculum/materials (e.g., instructional design, student evaluation systems, resources) would you recommend? Choose a grade level (elementary or secondary) and a specific content area (English/Language Arts, Math/Science, Social Studies). In making your recommendations, make distinctions between what you would recommend for a classroom with many LEP students and a classroom where there are few LEP students.

Response: Elementary - Grade 2 - (60% LEP, 40% non-LEP, 20 students, 5 languages) I would recommend interdisciplinary teaching integrating mathematics, science and language arts. Each instructional plan would include objectives for each discipline. Instruction would be built around thematic units, each incorporating a piece of literature related to the theme. Learning centers and flexible room arrangements would be a key element. Variety of grouping patterns would be used: large group instruction for some activities; small heterogenous groups with group tasks for others; pair learning; and individualized instruction as needed. Some homogenous skill grouping would occur, particularly in reading and ESL. The teacher and students together would create the curriculum with the teacher embedding the required curriculum within the instructional plan. A typical instructional cycle (not lesson cycle) would begin with motivational activities, followed by a whole series of instructional events that would provide the exploratory/experiential section. The last series of instructional events would be the closure and assessment set -- with the next instructional cycle building upon the previous one. The role of the teacher in this classroom is one of assessing student interests and needs, planning learning experiences with the students, facilitating student learning through both arranging the environment and resources and assisting and probing during the learning activities, observing, assessing and documenting student progress, and providing feedback to students, parents, and school officials. Materials would include a variety of print and non-print materials, including student work. Resources from the community in the form of cultural representatives, professionals, businesses, and educational support units (such as museums, libraries) would be part of the instructional materials.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group: Active Learning Instructional Models for Limited English Proficient Students

Discussion Topic 3, Part A
Recommendations Active Learning

Name: Lois Meyer

If you were making recommendations to teachers on how to facilitate active learning in their classrooms, what recommendations would you make? To make your recommendations more specific, choose a grade level and a content area. Make recommendations regarding the following: (1) What teacher behaviors/classroom management techniques (e.g., language use, teacher-student interactions) would you recommend? (2) What curriculum/materials (e.g., instructional design, student evaluation systems, resources) would you recommend? Choose a grade level (elementary or secondary) and a specific content area (English/Language Arts, Math/Science, Social Studies). In making your recommendations, make distinctions between what you would recommend for a classroom with many LEP students and a classroom where there are few LEP students.

Response:

Discussion Topic 3, Part A
Recommendations for Active Learning

Grade Level: Elementary

Content Area: Social Studies

<table>
<tr><th>Classroom with Many LEP Students</th><th>Mainstream Classroom With Few LEP Students</th></tr>
<tr><td colspan="2">Grades 1-3
Thematic Unit on Dia de Los Muertos/Halloween, focusing on cultural awareness of both celebrations, but also looking more deeply at science concepts about skeletons, parts of the body, the role of bones in protecting body organs, etc. If well done, the content should be relevant and interesting to all students in this country who experience, or are exposed to Halloween, and especially to Latino students who have a heritage/experience with Dia de los Muertos. If well and experientially taught, all students, including those of other cultural backgrounds would be enticed into these cultural leanings. Additionally the science learnings would be relevant and important to all students and would be taught in ways that entice all children's engagement (i.e., inviting kids to bring in x-rays of broken bones from home and talking about them on an overhead projector; labelling body parts on a human skeleton borrowed from a science lab, etc.) It is only at the level of linguistic expressions that such a unit would need to distinguish between LEP and non-LEP students.</td></tr>
</table>

LEP	PROFICIENT
LEP students would be asked to display their comprehension non-verbally (at early stages of acquisition) by finding parts of the body on the skeleton when named and by selecting which x-ray shows "Ricardo's broken wrist." Gradually LEP students would say more and write more and initiate more as their stage of language permitted. But the cultural and content concepts would be made equally available to all students through concrete and experiential learning experiences. Actually this would be an artificial division. In every way possible the unit would devise learning activities where LEP and English proficient students would participate together at their levels of linguistic proficiency (a play is ideal for this. Only when necessary would their activities be separate, though their form of participation might vary.	These students would be encouraged to tell stories about the x-rays shown, conjecture how the bones broke, perhaps describe in more detail what they see. They could perhaps create a book about an original Halloween story complete with illustrations, and perhaps act it out with sound effects.

lmoyer sa1

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Discussion Topic 3, Part A
Recommendations Active Learning

Name: **Robert Milk**

If you were making recommendations to teachers on how to facilitate active learning in their classrooms, what recommendations would you make? To make your recommendations more specific, choose a grade level and a content area. Make recommendations regarding the following: (1) What teacher behaviors/classroom management techniques (e.g., language use, teacher-student interactions) would you recommend? (2) What curriculum/materials (e.g., instructional design, student evaluation systems, resources) would you recommend? Choose a grade level (elementary or secondary) and a specific content area (English/Language Arts, Math/Science, Social Studies). In making your recommendations, make distinctions between what you would recommend for a classroom with many LEP students and a classroom where there are few LEP students.

Response: Recommendations to facilitate active learning:

Discussion Topic 3, Part A
Recommendations for Active Learning

Grade Level: Elementary

Content Area: Math/Science

Classroom with Many LEP Students	Mainstream Classroom With Few LEP Students
Physical Arrangement: Chairs in clusters for small group work. Heterogeneous groups, with time invested in creating student groups that are socialized to work as a unit toward a common goal. Outcomes of activity are defined in a way that requires interaction among all members of group; that encourages tapping into expertise of all students; and that encourages producing language (oral and/or written, as appropriate). Build in opportunities for students explaining to each other.	

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Discussion Topic 3, Part A
Recommendations Active Learning

Name: Ann Rosebery

If you were making recommendations to teachers on how to facilitate active learning in their classrooms, what recommendations would you make? To make your recommendations more specific, choose a grade level and a content area. Make recommendations regarding the following: (1) What teacher behaviors/classroom management techniques (e.g., language use, teacher-student interactions) would you recommend? (2) What curriculum/materials (e.g., instructional design, student evaluation systems, resources) would you recommend? Choose a grade level (elementary or secondary) and a specific content area (English/Language Arts, Math/Science, Social Studies). In making your recommendations, make distinctions between what you would recommend for a classroom with many LEP students and a classroom where there are few LEP students.

Response: Science/middle school (6th-8th grade): I would recommend that teachers begin using one of the many excellent inquiry-oriented science curricula (e.g., ESS, FOSS, GEMS) that are available in order to give the kids a common basis of experience and knowledge. Another alternative is simple to raise moths, collect pond water, build drums, etc and use this as the common base on which to build. As kids begin to explore the domain, they will begin to ask questions and make some of the assumptions/beliefs that underlie their understandings explicit. The teacher should choose one or two (or as many as s/he feels comfortable with) of the kids' questions and/or assumptions as the basis for designing further scientific exploration. Some questions teachers in the Cheche Konnen Project have investigated with kids: How big does a snail have to be to lay eggs? What made our moth larvae die? Why are there so many different kinds of moths? How can we reduce the noise in our bathroom? Does the water on the 3rd floor really taste better than the other water in the school?[*] In conducting each of these, kids learned content knowledge and developed language skills -- in both their first language and in English. I would encourage teachers to listen to, respect and value kids' reasoning and thinking -- their explanations for phenomena. This requires specific time set aside to think about and share observations, beliefs, etc.

With regard to evaluating kids' learning, I'd suggest the teacher use a combination of 1) looking at kids' talk at several points along the way, 2) establishing in advance with groups of kids what the teacher and the students think are important criteria and then using these at the end of an investigation to assess process and content and 3) individual conferences with kids.

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[*] Please note that for none of these questions was there a "predetermined" or "known" right answer.

With regard to materials, lots of tools -- rulers, graph paper, computers, calculators, dictionaries, books, pendula, toy cars, bubbles, moth eggs, pond samples, etc. are needed.

With regard to classes composed of kids from differences cultural/linguistic backgrounds, I would suggest the teacher view these differences as strengths, get kids to share what they know, their beliefs, etc.

APPENDIX C3:

Implications of Active Learning Strategies for Teacher Preparation and Training

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Elizabeth Bernhardt

Teacher Education

Teacher change occurs when teacher beliefs change. Therefore, teacher preparation programs must be firmly grounded in a theory that is compatible with the concepts of active learning. Further, teachers must be given understandings of teaching that are flexible and amenable to change according to changes in teaching context.

Focus on regular certification programs -- not just bilingual certification in programs. All teachers today encounter LEP children. All teachers need at least one course in their preparation programs on language development and working with bilingual children -- there will be real resistance on the part of the different content areas to give up precious time in their curricula for this issue.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Elizabeth Bernhardt

Teacher Inservice Training

Follow the research on effective inservice training: it must be sustained and implemented over time.

In order to change current practice, teacher beliefs and assumptions must be uncovered and then reformulated. This is done through reflection and discussion about particular classroom vignettes (video is quite helpful here).

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Elizabeth Bernhardt

Ongoing Support for Implementation of Active Learning

Provide the evidence (yes, in terms of achievement data) that active learning approaches result in improved student performance, affective stance, lowered drop-out rate, etc.

Develop an affordable videotape series demonstrating active learning strategies.

bernhard.sa1

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Roberto Carrasco

Teacher Education

Given our target group (LEPs) teacher education should focus on a variety of successful strategies (but none prescriptive), which teachers use with various linguistic groups. This provides teachers with a repertoire of approaches they can either use, modify, or use as a basis for creating new approaches to active learning. Within a classroom, teachers can discover that children, who are active learners in one content area, may not be active learners in other areas.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Stephanie Dalton

Teacher Education

A. Provide ample experiences for pre-service teachers to work in public schools serving language minority students. Work in schools needs to accompany all pre-service education, and not be limited to student teaching or brief observations.

B. Encourage (require?) pre-service teachers to interact extensively on an informal and formal basis with language minority students. Pre-service teachers can use this interaction as on opportunity to practice developing students' language while learning as much as possible about students' culture and background. This is subject matter for journal keeping, course sharing and discussions with other pre-service teachers and instructors.

C. Use A as a resource for teacher education course-work development. The school work or placement of all pre-service teachers can be used by professors to cover implementation and application of theory to practice in every teacher education course. With all pre-service teachers working in schools, the topic of coursework relevance for the classroom can be regularly addressed, reflected upon, and instructional decision-making and problem-solving can be facilitated in the pre-service teachers through the modelling and assisting of the course instructor.

(See D next page)

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Stephanie Dalton

Teacher Inservice Training

D. For both pre-service and in-service, videotaping teaching activity is important. Experience with taping and viewing and reflecting on video needs to be provided. Equipment, opportunity and support need to be provided for video use.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: **Stephanie Dalton**

Ongoing Support for Implementation of Active Learning

Presentation of work at conferences needs to be encouraged for teachers.

Conferences attended.

Support teacher collegial activity.

Dalton.SA1

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Esteban Díáz

Teacher Education

1. Active learning must be modeled in classes for prospective teachers. (College professors must practice active learning if they expect students to do it, too.)

2. Prospective teachers need to observe and try out active learning in real classrooms. This should be part of their preparation in the required classes. They can then develop a working understanding and definition.

3. Active learning must be framed in a theoretical framework that lets students examine and come to understand the links between all of the participants, i.e., students, parents, teachers, community folks, etc.) Active learning must be seen as more than just a set of activities or strategies.

4. Teacher preparation must include support in helping prospective teachers develop and implement active learning. (Link university with school, classroom and practicing teachers.)

5. For LEP students active learning must incorporate the language and culture of the students as part of all activities in teacher preparation classes -- method of language development must be via active learning.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Esteban Diáz

Teacher Inservice Training

1. Provide support in helping teachers to recognize and value active learning in their own and other teachers' classrooms.

2. Support change as necessary for teachers who want to move into active learning or who want to expand it within their classroom.

3. Help teachers take advantage of or create resources with the school, district, community, university, etc., that promote and support active learning.

4. Help teachers to make the principle of active learning explicit to their students, parents, and other stakeholders.

5. Current teachers need to become aware of the role that language and culture play in active learning and incorporate it into their practices.

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Focus Group:
Active Learning Instructional Models
for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Esteban Diáz

Ongoing Support for Implementation of Active Learning

1. Active learning requires support at all levels of a given system. Grade level to grade level, across schools, and across teachers. Therefore, support must be systemic.

2. There needs to be a widespread understanding of the purpose of active learning. That is, parents need to know and support it, business people etc. This is not a trivial requirement given that my view of active learning demands the incorporation of community and home, student and teacher perspectives -- remember mediating contexts.

3. Flexibility and creativity on the part of teachers, district schools, students, parents, etc. must be seen as necessary for carrying out active learning.

[illegible]

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Focus Group: Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Christian Faltis

Teacher Education

One of the first changes that I feel has to happen in teacher education, if active learning is to be given priority, is to eliminate from the curriculum coursework in Educational psychology and classroom management, and replace this with coursework in socio-cultural foundations of learning and teaching. I also believe that not only must what happens in "methods" courses be driven by exemplary active learning activities, but the practice and student teacher experiences that students have need to be carefully selected and monitored as well. Students need to be placed with teachers in multicultural schools/communities where examples of active learning abound. (Also - might not hurt to incorporate joinfostering framework).

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Christian Faltis

Teacher Inservice Training

There are two kinds of in-service training. First, training should draw out needs and concerns to serve as a catalyst for introducing active learning

Second, there should be long term, collaborative-based workshops where teachers, working in teams, have opportunities to see, critique, and practice active learning teaching principles, and strategies.

Especially for regular, all-English teachers, there needs to be lots of time and encouragement to learn how to teach students who are not fully proficient in English.

It is a good idea to assign a case study of one or two LEP students and have teachers learn how to observe and work with the student. Pat Cavinis approach may be helpful, though there are other ways.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Christian Faltis

Ongoing Support for Implementation of Active Learning

- Need to develop case studies.
- Video tapes.

Faltis.Sa1

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Betty J. Matluck

Teacher Education

Recommendation: Credentialing programs for educational personnel (administrative, supervisory, and teaching) should deliver course content through strategies that model active learning instruction. Include features and advantages of active learning instructional models for LEP student in course content.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Betty Matluck

Teacher Inservice Training

Recommendation: Systematically retrain school personnel in active learning instructional models through extended staff development accompanied by on-site follow-up support during implementation stage. Seek alternatives to workshop formats. One such alternative might be site-based study groups and sharing successful practices among peers.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Betty Matluck

Ongoing Support for Implementation of Active Learning

Recommendation: Allocate staff development time and funds for school personnel to engage in professional development activities that lead to institutionalization and/or refinement of the active learning model being implemented in a given school. Such activities might include cross-classroom visitation; peer coaching; local study groups; focused training sessions on identified strategy or need; external change agent assessment, monitoring and assistance.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group: Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Carmen Mercado

Teacher Education

Teachers need to experience in degree-oriented programs based at institutions of higher education (IHE) what it means to learn in a different way from the way they were taught as students -- most likely recitation and lecture. This is important, as it is in this manner that they are able to examine the benefits and difficulties inherent in this approach within the contexts of school settings. It is also in this manner that they experience mediation and therefore learn to become more systematic mediators. Engaging teachers in experiences such as thinking and learning in a language that not their own is especially important in making them understand issues that affect the education of second language learners in school settings -- issues that are related to language and culture in particular. Thus they gain affective, cognitive and linguistic understandings that are not so readily developed through other means - e.g., just reading about it in a professional journal or research article. The opportunity to engage in collective reflection with colleagues who share some similar experiences as teachers, but also bring in different backgrounds (in as much as possible), is essential to extend understandings and/or challenge preconceptions. The multiple perspectives that are thus gained are important in developing the open-mindedness and self-questioning that are essential to classroom teachers. It is also in this manner that they become aware of the consequences of teachers' actions on students and their power to influence students in positive and negative ways.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group: Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Carmen Mercado

Teacher Inservice Training

In-service training is often met with skepticism and/or indifference and/or defensiveness because participants are typically approached as if there is something wrong with what they are doing and, as a result, they are expected to change according to the views of school administrators and supervisors. It is therefore essential for teachers to be consulted about needs and concerns and to develop programs that respond to their needs and concerns at the school level. They need to have ownership of any inservice activities that will take place. Those who are brought in to work with teachers, especially university faculty, should first learn about the needs and concerns of teachers and experience what it is like to "walk in the shoes" of the teachers that will participate in the inservice. This is important for university faculty because it serves as their own form of inservice: learning what it is like to work in real classroom settings with any combination of second language learners who bring unique needs. While learning about the setting, IHE faculty also begin to develop the trusting relationships that are essential for an activity of this nature to occur. Being in the school, hanging out there will enable them to be around to help. The first encounters are critical to what eventually becomes a partnership among equals who are engaged in understanding and improving the conditions that make more advanced forms of learning occur for LEP students in whatever instructional settings that they may find themselves. Collaborative activities between and among these should first focus on student learning rather than on the behaviors of teachers, as this lessens the anxiety that teachers may feel about working with others in this manner.

As university faculty gain a deeper sense of the context, they are able to have a better sense of how they may help to deal with the unique constellation of issues and concerns that affect learning in one particular school setting.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Carmen Mercado

Ongoing Support for Implementation of Active Learning

Introducing innovations into classrooms will require ongoing support and encouragement. Even under the best of circumstances, where teachers are clearly committed to making a change in practice, issues/concerns will surface.

Relating to teachers in a way that is respectful of their concerns, in a way that reflects that their needs are carefully listened to, etc., is critical. Being listened to and being respected are as important for teachers as they are for students. Moreover, creating opportunities to discuss issues that surface -- accommodating active learning and students who bring in very different learning experiences, who expect the teacher to behave in a particular manner, etc., is essential. It is also essential that teachers receive support in learning to mediate learning and for all to explore together what this means.

Mercado.Sa1

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Lois Meyer

Teacher Education

1. Site-based experiences (participation in classrooms, coursework, etc.).

2. Lots of creative opportunities to connect directly with and learn from the child's geographic and cultural community (interviews with the child, parents, other community members, tutoring opportunities in schools, homes, community organizations, etc.).

3. Coursework requirements for all teachers such as those delineated in California's new CLAD document and standards.

4. Retraining of teacher education faculty (and re-experiencing in the diverse schools and communities of today). By this I mean, most professors in teacher education programs have not themselves taught in classrooms that are as linguistically, culturally and socio-economically diverse as those found in many urban centers today. It is critically important that teacher education faculty collaborate with classroom practitioners to mutually support and retrain each other, in order to then nurture future teachers in the best that both research and practice have to offer.

5. Teacher education coursework assignments and products that fill immediate and real needs within schools and classrooms (i.e., thematic units devised collaboratively with classroom teachers to meet curricular needs of actual teachers and children).

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Lois Meyer

Teacher Inservice Training

1. Identify and celebrate quality teaching already occurring in classrooms of the district, and use these teachers to share, dialogue with, and inservice their peer teachers.
2. Provide opportunities for teachers to reflect together on issues, new information and visits to alternate models.
3. Provide experiences for teachers to experience more deeply and learn about the community of their school and students.
4. Any inservice session should provide new knowledge or insight as a kick-off and basis for discussion, reflection and critique, NOT as "the answer for what ails you here."
5. Inservice and preservice training must employ "active, engaged learning." All of us must "walk our talk."

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Lois Meyer

Ongoing Support for Implementation of Active Learning

1. Teachers must genuinely feel they are free to experiment and risk, that they will not be penalized for "failures" but will be enabled to reflect on and learn from their efforts in order to then try again. This has implications for teacher assessment!

2. Materials available cannot be limited to those which are didactic and teacher directed in nature.

3. Time and opportunity for teachers to plan, reflect, dialogue and dream together.

4. Priority in hiring new teachers who are active teachers who share this vision for their classroom and kids.

5. University teacher preparation program which value, document, and support these efforts.

meyer.sa1

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Robert Milk

Teacher Education

- Multiple opportunities for field experiences in schools, with different levels of involvement depending on stage of development (from observation at entry stage to tutoring/parent education as choices at exit stage).

- Cultural awareness opportunities built into required course work for all future teachers. Cultural awareness opportunities might include:

  - ethnic-based arts festivals
  - authentic events (such as church services)
  - el mercado de las pulgas ("flea market" in the barrio), etc.

- Courses for preparing teachers must themselves model the desired strategies (including "active learning").

- School-university linkages formalized.

- Courses held at school sites.

- Required "language and culture" coursework for all students, with requirements built in, such as: "home/community" ethnographies.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Robert Milk

Teacher Inservice Training

- Build whole-campus (district) multi-year plans to address instruction of LEP learners; start from "felt needs" but sometimes there needs to be some "consciousness raising" first.

- Strong focus on critical awareness (develop strategies for making transparent the need for challenging established ways/deepen understanding...).

- Stress on process for incorporating community-based strategies.

- Rewards for those meeting desired outcomes/participating in projects (such as interdisciplinary thematic units for LEP students).

- Reflective practices (make time for this).

- Follow-up activities built in (e.g., coaching of teachers involved in change).

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Robert Milk

Ongoing Support for Implementation of Active Learning

- Develop appropriate reward systems.
- Recognize successes.
- Provide support services (including mentoring).
- In particular, provide support for all efforts that will serve to document success, and which will serve to disseminate/publicize the success stories.
- Include parent voices and student voices in all communication strategies.
- Develop "visual means" to illustrate case studies.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Ann Rosebery

Teacher Education

1. Involve students (i.e., prospectve teachers) in active learning themselves in content areas.

2. Involve students in teaching in active learning situations (classrooms) very early in college career - lots of small internships.

3. Involve students in projects based in the community so they learn about other cultures, e.g., credit for volunteer work, etc.

4. Have students do an ethnographic case study of a student, including home visits and interviews with teachers, family, student and friends of student. Might do this in pairs so they have a partner to work with.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Ann Rosebery

Teacher Inservice Training

1. Involve teachers in active learning themselves in content area but not a "workshop" situation -- a long term learning program that includes (for example) conducting their own scientific research, doing readings, writing, etc.

2. Have teachers do an ethnographic case study of a student, including home visits and interviews with teachers, family, student, and friends of student. Might do this in pairs so they have a partner to work with.

3. Choose a topic/issue from the classroom practice of interest to teachers that they identify, e.g., discussion, use of texts, writing in content area -- and focus seminar around that topic -- how do they want to change their practice? Begin to develop/make explicit their goals for kids and themselves and think deeply about how to implement these goals.

4. We have used video tape quite effectively -- someone videos a class, teacher takes the tape home and identifies a short segment to share -- we have asked them to "find instances of learning," "find a segment that you like," "find a segment that bothers you," etc. They present segment (and transcript) to other teachers in the seminar, and we all discuss what is going on.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models
for Limited English Proficient Students

Recommendations for Teacher Preparation

Name: Ann Rosebery

Ongoing Support for Implementation of Active Learning

Teachers need to adopt the attitude that they are learners in order to promote active learning so I would want all teachers to engage in learning of some kind each year -- again, not "workshops" but reflective and critical thinking and reasoning.

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APPENDIX C4:

Summary of Implications of Active Learning for the Classroom, School and Home/Community

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Focus Group: Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: **Elizabeth Bernhardt**

Classroom

Ensure that not all strategies are orally based. LEP students can actively respond non-verbally in order to indicate engagement.

Use assessments that match the activity. If the activity is problem-solving in nature, then the assessment should also be.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: **Elizabeth Bernhardt**

School

Make sure that the model is implemented throughout the school -- one "weird" classroom will surely fail.

Make sure that the principal isn't covertly sandbagging the project.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Elizabeth Bernhardt

Home and Community

Find out if active learning is compatible with the home culture. It frequently is not. When not, communicate to parents the theory behind it, as well as its outcomes.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Roberto Carrasco

Classroom

The "appropriate" learning environment must be discovered, re-discovered, created and re-created, to allow for learning. Once discovered, it must be re-created often as students change. As students change, so must the learning environment. But the key principles in the appropriate learning environment are that 1) it must be a safe place and a comfortable place 2) students need to be actively engaged in academic tasks and that environments conducive to engagement are ever-changing 3) the physical layout of the classroom should be structured such that it allows for verbal (and non-verbal) exchange between students.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Robert Carrasco

School

The school should be a safe place for all personnel and students. It should be viewed as a "home" -- a place where all can actively participate without fear. The school should be open to the community at large -- opening potential resources outside the school walls. Active learning products must be showcased in the halls as well as in the actual classroom. The principal is one of the major key players in instilling active learning.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Roberto Carrasco

Home and Community

Focus: High school contexts with LEP students working under the premise that high school students are also part of the adult community, they too have a responsibility to the community and its schools. High schools can make learning relevant by partnering with local businesses and social service organizations, and with middle and elementary schools. The partnerships involve the establishment of paid and unpaid internships in local hotels, grocery stores, and social services where content learned in school is essential (e.g., mathematics). As importantly, there are apprenticeship/intern positions where the use of the native language is essential and where English is also essential (e.g, if the community consists of Spanish speakers, then "MacDonalds" would welcome Spanish speaking workers since their clients are also Spanish speaking). The high school students could also tutor elementary school students. High school students could become the part-time landscapers for the school and for the elementary school. These "intern" jobs give the student expense money and they get high school academic credit while they are serving the community. Serving the community at their age level plants the seed of "involvement of these future parents with the schools."

These kinds of experiences prepare young adults for involvement in the school. Internships are active learning and authentic learning opportunities for high school students.

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SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Stephanie Dalton

Classroom

A. Contextualize instruction by organizing thematic and interdisciplinary units that focus on complex problems engaging topics of interest to language minority students.

B. Arrange class activity settings to promote teacher-student, student-student, and other interaction about/on meaningful topics. Use activity settings to teach or assist students to greater understanding through dialogue that is responsive and reciprocal with students.

C. Organize/plan activities which are joint and productive for a variety of activity settings (B). These include content based research, writing activities, project planning and follow through, etc.

D. Talk with students and listen to them probing and delving to encourage, extend, expand students' responses and maximizing their language production.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Stephanie Dalton

School

La Familia and community needs to be built within the school.

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Focus Group: Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Esteban Diáz

Classroom

1. At the classroom level active learning requires creation of a personal engagement and sharing of mutual goals (vision) between students and teachers. Ways must be found to ensure participation.

2. Active learning requires that teachers find ways to incorporate experiences and resources of the students' home and community into class room practice.

3. Active learning is likely to require non-traditional resources to be effectively implemented. This may mean creative and flexible use of resources.

4. Language and culture must be an integral part of classroom milieu and incorporated into all activities.

5. Language development must be conducted as active learning. At this level, the appropriate approach for language development, i.e., bilingual, sheltered, ESL, etc., must be in an active learning format.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Esteban Diáz

School

1. At the school level, active learning must be part of the whole school. This can be supported by developing teacher, staff, administrators, groups for sharing information and creating a sense of community.

2. Establishing a sense of community around language and culture of LEP students throughout the whole school. This can be supported by active incorporation of home and community., i.e., festivals, meetings for school goal-setting and governance, teacher parent meetings, curriculum support, etc.

3. School must be linked to community and home in long term (not ad hoc) ways.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Esteban Diáz

Home and Community

1. Active learning expects the active contribution and participation of persons and representatives from the home and community.
2. Links between home, school and community are necessary to support and promote language and culture in the active learning process.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Chris Faltis

Classroom

Within the classroom, the physical setting of the classroom has to be such that students can easily converse with one another about tasks and ideas at various times in the school day.

Active learning has to engage students in two-way interactions with text and individuals, the teacher and students, in some goal-oriented activity, so that over time and with practice the students can internalize certain processes and concepts, including critical understanding about process and concepts.

Active learning is about creating contexts for students to become authors and meaning-makers about ideas and topics that will prepare them to interact fully and appropriately in the adult world.

Active learning is usually authentic, in the sense that students are engaged in it for purposes that they understand or are interested in understanding. This implies that the teacher needs to understand what authentic materials and instruction entail.

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Focus Group: Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Chris Faltis

School

At this level, active learning becomes much more complex because now age and grade level complicate what might work in one setting or another. I think, though, that the staff and the principal are indispensable for ensuring that an active learning stance is supported and reinforced at every opportunity. This means that when in-service opportunities arise, the principal has to work for long term efforts and to support teachers who will need time to interact, discuss, challenge, and to observe these colleagues teaching and trying out active learning principles.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Chris Faltis

Home and Community

For me, disseminating the value of active learning and then actually helping parents and other caregivers learn ways to incorporate active learning in the home and community needs to be done carefully and only after a kind of trust and bond has developed between home and school.

Moreover, I don't see it as a duty of schools to get active learnig in the home and community in all cases. In my experience with parental involvement, helping parents learn to help their children comes only after a bond has been struck and perhaps some minimal participation in school by parents/caregivers.

I think that parents can be shown certain ways of interacting with their children especially around books, but also around other tasks and chores that will help them support the active learning activities that may be occurring in class.

[illegible]

SPECIAL ISSUES ANALYSIS CENTER

Focus Group: Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Betty J. Matluck

Classroom

Recommendation: Create classrooms for LEP students that have the following characteristics:

- Moveable furniture, flexible room arrangements that invite student-student and teacher-student interaction;
- Organization for instruction that includes a variety of grouping strategies, depending on learning activity (large group, small heterogenous groups, small homogeneous groups as needed for specialized instruction, teacher-student groups, and pair or triad groups);
- Curriculum ordered around themes, interdisciplinary, with lots of hands-on involvement with the content. Curriculum is anticipated to match student interests, is age-grade appropriate and relevant to students' lives (i.e., draws upon and incorporates students' culture and life experience);
- Clear objectives stated for both language and subject matter area(s) for each instructional cycle;
- Students are given opportunity to contribute to and/or choose among sets of curriculum activities;
- Instructional delivery
  (1) Modify instructional language to ensure comprehension on the part of LEP students;
  (2) Use variety of supports to convey meaning (visuals, gestures, redundancy etc.);
  (3) Keep direct instruction by teacher to a minimum;
  (4) Role of teacher becomes one of facilitator and manager of learning opportunities;
  Initiate instructional event with motivational and introductory activity.
  (5) Let students explore together, solve problems and communicate process and content of their learning to their peers and to the teacher;
  (6) Student progress is observed and documented by use of multiple assessment procedures -- both traditional (where appropriate) and non-traditional;
  (7) Establish and nurture accepting and risk-free, familial-type classroom environment.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Betty J. Matluck

School

Recommendation: Create a school that has the following characteristics:

- Reflects the recognition and value of the non-English home language and culture through visual "signs/symbols" visible in the school; representation of the non-English language group in faculty, support and staff positions;
- Establishes a climate of acceptance and defines responsibility for high quality education for all students as part of each school staff member's function;
- Provides professional development for all school staff on active learning and language and cultural issues associated with education of LEP students;
- Reaches out to the students and their families to ensure that they are made to feel welcome and a part of the "school family".

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Betty J. Matluck

Home and Community

Recommendation: Instructional program should draw upon and incorporate relevant elements of the culture and language of the home and community into the curriculum and instructional delivery strategies and utilize resources available in the home and community to support student learning.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Lois Meyer

Classroom

1. Smaller class sizes.

2. Teachers are:

   a) provided with strong basic principles of curriculum development; so that they are freed up and confident to

   b) move away from textbooks and

   c) devise their own curriculum and teaching strategies.

3. Encouragement of incorporation of the arts (music, theater, visual arts) into the instruction of content areas.

4. I really want to stress the content of the curriculum since little has been directly said about that in our meetings (except by me!). A classroom can have appropriate participation structures and even experiential learning, but if the content of what is to be learned is unimportant or irrelevant to students, students will be unengaged. It is crucial that students find the goals and content of schooling important to and for their lives. This is where a critical honest perspective on social-economic realities seems to me mandatory.

5. Parents and community members are used actively as teaching sources and learning resources, both in and out of the classroom.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group: Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: **Lois Meyer**

School

1. Learning activities flow in and out of the classroom, spilling into the halls and into the community at large.

2. The presence of productive noise is anticipated and encouraged.

3. Teachers are encouraged to collaborate with each other across grades and classrooms.

4. Children are engaged in inquiry projects across language groups and cultures.

5. Schooling is seen as an experience to enjoy, where being busily engaged in doing, building, discovering and creating something important becomes the vehicle for other learnings.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Lois Meyer

Home and Community

1. The discovery of "ethno" curriculum -- what activities are real and important in the home and community which can provide the basis of necessary learnings at school? (i.e., children learn about animal reproduction from parents who raise chickens or birds or other animals; children are exposed to inventories of supplies and budgets by community members who are merchants, etc.)

2. The students create maps of their community locate specific businesses, meet and interview merchants and tradesmen and women, and investigate problems in the community using these individuals as resources.

3. The students' home/primary languages are valued, studied, used for instruction and whole language literacy. This permits parents and community members to be actively engaged in the teaching/learning process, and also permits the community as a whole to serve as a site for the children's active learning experiences.

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Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: R. Milk

Classroom

- Attend to physical arrangements; organize the classroom in ways that encourage interaction, and enable movement in desired directions within the classroom.
- Create an environment in which free exchange of ideas is encouraged; a "safe" environment for exploration.
- Develop some sense of routine to classroom activity to provide a degree of predictability.
- Develop a system for instructional planning which taps into the students' background knowledge and actively draws on that base for further learning.
- Develop strategies for creating learning communities within the classroom which require students to tap into each other's knowledge, and to build networks for accomplishing goals.
- Assess continually which activities seem to most effectively engage learners; be on the lookout for individual differences with respect to engagement.
- Curriculum and instruction are planned in a manner which fully integrates linguistic, academic and socio-affective goals.
- Focus on activities which lead learners to produce language of all kinds and for many different functions.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: R. Milk

School

- Encourage teamwork within grade levels (Grade Level Teams); develop mechanisms for cross-grade planning in order to ensure close articulation.

- The whole school must model interactivity:

  - Parents/community are clearly established at the center of all significant planning and instructional activity;

  - Teachers interact with each other in order to accomplish goals. (For example, interdisciplinary thematic units drawing on resource beyond one isolated classroom);

  - Principal interacts with teachers, students and the community in systematic ways, and bases planning and implementation activities on this.

- Teacher evaluations are based on a framework that rewards active learning, and distinguishes among different levels of engagement.

- In order for change to take place, teachers must become fully engaged in the process. This requires special efforts (and some time/resource commitment to the process). Full involvement of teacher-leaders in the process of creating a multi-year staff development plan (with built-in follow-up/coaching elements) will help to create a learning community within which teachers play a center role.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: R. Milk

Home and Community

- Mechanisms for drawing on community knowledge need to be established. These will vary depending on context, but conventional means which do not truly empower communities are not likely to suffice. Extraordinary measures are needed to break the impasse that often exists.

No greater payoffs can be obtained for a school than what is derived from successful efforts to develop a true sense of community ownership over "their schools." Educators need to be enticed into this process... it does not appear to happen incidentally.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Ann Rosebery

Classroom

1. Recognize that students need to learn different kinds of things, some things simply need to be taught because they won't invent them for themselves (e.g., rules of grammar, spelling, periodic table, etc.); others they need time and space to understand and explore for themselves (e.g., density, math laws, etc.); others they need to do in order to learn (e.g., how to design an experiment, how to collect data). These different kinds of things may require different kinds of learning contexts. Teachers need to be prepared to deal with all of them.

2. Make "rules of school" explicit for all students -- e,g,, importance of completing homework, of knowing how to study; of knowing how to give a dictionary definition; etc. This may mean that teachers need to find time for non-school activities (e.g., story telling) as well as school activities (e.g., show and tell).

3. Provide specific examples -- e.g., case studies, videotapes, of active learning that teachers can study and use as models -- either of what they may want to do with students or of what they don't want to do -- either is ok as long as they can say why based on reasoned arguments.

4. Encourage teachers to use a "funds of knowledge" approach if possible, i.e., one that incorporates home ways of knowing and talking with school ways of knowing and talking. (Moll)

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Ann Rosebery

School

1. Engage principal in an active learning experience so he/she comes to see its importance, as described in #1 on the previous page.

2. Provide principal with examples of active learning; as described in #3 on previous page.

3. Involve parents in school life at many levels, e.g., working in classrooms, monitoring recess, caring for grounds, building playground, raising money for materials, collaborating with teachers and principal to establish goals for school, etc.

4. Pair bilingual and mainstream classes to work on an academic project of their mutual design -- e.g., sound proofing a bathroom, predicting weather, studying growth, etc. -- not art or music or physical education.

5. Set up a board of teachers within the school to handle problems as they arise, e.g., whether a students should be referred to special education, discipline problems, teaching problems, etc.

SPECIAL ISSUES ANALYSIS CENTER

Focus Group:
Active Learning Instructional Models for Limited English Proficient Students

Recommendations for Active Learning

Name: Ann Rosebery

Home and Community

1. Involve parents in school life at many levels (see #3 on previous page).

2. Open school up to community so it becomes a vital and living part of the people's lives -- e.g., open at night for meetings, to play basketball, for church services, after school program for children of working parents, etc.

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